


**THE CITY
ENGLISH BOOKS**

THIRD YEAR

**BAYNE
GOLDBERGER
RAE**

**CHARLES E. MERRILL
COMPANY**



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THE CITY ENGLISH BOOKS

THIRD YEAR

BY

STEPHEN F. BAYNE

DISTRICT SUPERINTENDENT OF PUBLIC SCHOOLS
CITY OF NEW YORK

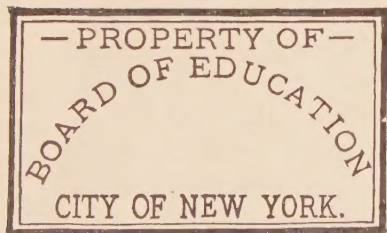
HENRY H. GOLDBERGER

PRINCIPAL OF PUBLIC SCHOOL
CITY OF NEW YORK

AND

MARGARET P. RAE

PRINCIPAL OF PUBLIC SCHOOL
CITY OF NEW YORK



CHARLES E. MERRILL COMPANY

NEW YORK

CHICAGO

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PREFACE

THE language problem in the elementary school is the most important and at the same time the most difficult problem to solve. Environment—the home, the street, the playground—in many cases nullifies the work of the school. As teachers, we have too frequently looked upon the English problem as a purely constructive one. Yet experience shows us that almost from the time the child enters the elementary school, corrective work must begin. Ours is not a wholly constructive problem. We must constantly tear down, correct, and reconstruct. To a third-year pupil the theory of language has little meaning, and unfortunately much that we are doing is so far removed from his daily life that language instruction is looked upon as a thing apart from life. The aim of this book is to offer the teacher a practical aid in solving the language difficulties of the city child in both a constructive and a corrective way. The following features of this text will be found especially helpful.

1. In order to make this early language work as simple as possible for young children, the authors have expected that the teacher will assist the children to get the most from each lesson. For this reason, the text provides that the teacher will read aloud the story to be

studied, act as leader in the language games, write model sentences and paragraphs on the board, and in every possible way help the child to overcome any difficulties he may find in the use of a textbook.

2. Stories and assignments for composition work are those actually concerned with the life and experiences of the child. Exercises are on real, near-at-hand language difficulties.

3. Oral English is emphasized not only as an aid to written composition, but primarily with the aim of training children to stand on their feet and say a few things clearly and accurately. Enunciation is stressed. The language game, now a recognized and valuable form of school exercise, is used to provide varied and interesting drill in the use of correct English.

4. Since most of our paragraph difficulties come because the child does not know how to begin, in written composition the emphasis is placed on the necessity for a correct start. The gradual development of the sentence sense is also an important feature of the composition work.

5. Sufficient material for exercises is given in each lesson. A General Review and Test containing exercises for reviewing and testing the main points of the English course is given at the end of each half-year's work.

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THIRD YEAR—FIRST HALF



1. Telling a Story

Jane and Donald were two little children who lived with their father and mother in a house in a great city. Jane was older than Donald, and her small brother thought she was the finest big sister in the world.

Donald was a little too young to go to school, but Jane went every morning to the big schoolhouse near the park.

One morning Mother told Jane that she would be very busy that afternoon and would like to have Jane hurry home.

"You will have to look after Donald until supper time, Jane," she said. You may play games together, or you may tell Donald some of the stories you have read in school. He loves the story of the Little Red Hen and the Gingerbread Boy. Or you may tell him about Cinderella or Beauty and the Beast. There are so many stories in your school Readers that I know you will have a great deal to talk about. It will be a great help to Mother if you can keep Donald busy and happy this afternoon, while I finish my sewing."

Jane hurried home from school that afternoon and kept her little brother amused till supper time with the stories that she told him.

At supper her mother said, "I am very proud of my little girl. She is a real Mother's helper."

The picture on page 1 shows you some of the people in the stories Jane told her little brother. How many of these story-book people do you know? Perhaps your teacher will tell you about the ones you do not know.

Which stories do you think Donald liked best? Why?

ORAL EXERCISE

I. Be ready to tell your class one of the stories that you think Jane told her little brother. Be sure to tell

1. The name of your story
2. The most important thing that happened in the story

While you are telling the story, you should

Face the class.
Stand straight.
Speak clearly.
Speak slowly.

II. After you have told your story, someone in the class may tell why he thinks Donald would like the story that you have told.

III. The class may play one of the stories that they think Donald would like best. Perhaps the story was about Snowdrop and the dwarfs, Jack the Giant Killer, or somebody else in the picture on page 1.

Select children to play the story the class has chosen. How many children will you choose to play the story?

2. Making Sentences

When you were telling your story to the class in Lesson 1, you told certain things about the people in the story. Perhaps you said:

1. The Gingerbread Boy ran away.
2. No one could catch him.
3. A fox ate him up.

These three lines tell three thoughts about the Gingerbread Boy. Each one of these thoughts is a **sentence**.

A sentence tells a complete thought about something.

Look at sentence 1. With what kind of letter does the first word begin? With what kind of letter does sentence 2 begin? How does sentence 3 begin?

Every sentence begins with a capital letter.

The three sentences about the Gingerbread Boy all end with a mark called a **period**.

Every sentence that tells something ends with a period.

ORAL EXERCISE

Make a sentence about each of the groups of words on page 5. Your teacher will write the best sentences on the board.

1. Jane—told—story—Donald
2. Snowdrop—bit—apple
3. Brer Rabbit—played—trick—Brer Fox
4. Goldilocks—house—three bears
5. Aladdin—rubbed—lamp
6. The Little Red Hen—planted—corn
7. Cinderella—married—prince
8. The dwarfs—lived—forest

WRITTEN EXERCISE

Copy the sentences your teacher has written on the board. Be sure to begin each sentence with a capital letter and end it with a period.

3. Asking Questions

Donald asked Jane many questions about the stories she told him. Perhaps he asked:

How big was the little bear?

Who gave the apple to Snowdrop?

Could Brer Rabbit really talk?

How tall was the Gingerbread Boy?

Look at these questions carefully. You will see that each question begins with a **capital**. Notice that each question ends with a **question mark**.

Every sentence which asks a question ends with a question mark.

ORAL EXERCISE

Ask a question about each of these:

a knife	a swing
your pet	a picnic
a store	your sister
your reading lesson	the playground

If you were going to write these questions, what mark would you place after each one? With what kind of letter would you begin each question?

WRITTEN EXERCISE

I. Write the following sentences, placing capital letters, periods, and question marks where they belong:

1. in school we have a flag
2. we saw it this morning
3. have you one in your school
4. we have a large one
5. when do you salute the flag
6. every morning we salute the flag
7. a big boy carries the flag
8. we have a fife and a drum
9. do you like to hear the music
10. school is a fine place

II. 1. Write two questions you might ask your mother about going to the store.

2. Write a short answer to each of the questions you have just written.

Be sure to begin each sentence with a capital letter. How did you end each sentence that tells something? How did you end each question?

4. Telling a Story

A little boy told a story about these words:

organ grinder—monkey—cup

This is the story he told:

I saw an organ grinder to-day. He had a monkey with him. The monkey held out his cup to me for some money. I didn't have any to give him, but I gave him a piece of candy.

Tell a story about the words in one of the lines below. Try to tell a story that your class will like to hear.

1. Girl—school—bell
2. Boy—shine-box—man
3. Boy—newspaper—woman
4. Beach—pail—shells
5. Circus—tricks—clowns
6. Trolley—ambulance—child
7. Flag—soldiers—attention
8. Closet—chair—jam
9. Garden—watering pot—girl
10. Tree—gifts—chimney

Now let us write one of the stories. The class

may choose the group of words about which they would like to write.

Your first sentence should be so interesting that the class will want to hear the story. See who can give a good sentence about the words you have chosen. Your teacher will write on the board the best sentence you have given.

Try to think of a sentence that tells something more about the sentence on the board. Your teacher will write this sentence after the first one.

Make up another good sentence telling more about the first sentence. We will write this after the other sentences.

A story that is written like the one your teacher has put on the board is called a **paragraph**. In a paragraph the sentences all tell about one thing and they are written one after the other.

Look carefully at the paragraph on the board. The first sentence begins farther to the right than the other lines.

WRITTEN EXERCISE

Copy the story that your teacher has written on the board. Be sure that you have a capital at the beginning of every sentence, and a period or a question mark at the end of every sentence.

5. Writing Sentences

I. Each of the following groups of words is a sentence. The sentences are not written correctly because the periods and question marks have been left out.

1. Iron is very heavy
2. The bird flew away
3. What color is coal
4. Did Rose pick those daisies
5. The butterfly is yellow
6. The farmer plants seeds
7. Do you hear the lion roar
8. Did the little girl smile
9. The maple is a pretty tree

Read the sentences. Which sentences tell something? Which ask questions? Copy the sentences, using periods or question marks.

II. You remember that a sentence tells a complete thought about something. Fill the blanks below, so that you make complete sentences:

1. The postman gave me —.
2. My sister has a —.
3. Last night I played —.
4. My lessons are —.
5. — barks a great deal.
6. Do you like —?
7. How many books —?
8. Is the circus —?



6. A Story in a Picture

One day a little boy went with his mother to the market. The market was full of people who were buying good things to eat. The mother said to her little boy, "Stay close to Mother, Tommy, or you will get lost. You had better take hold of my coat while I am buying the fruit, so that we won't lose each other."

Tommy stayed close to his mother, holding tight to her coat. Suddenly he felt something brush against his leg. He looked down and saw—what do you suppose? A little gray kitten.

Tommy let go of his mother's coat so as to lean down and stroke the kitty. The kitty purred and purred. Then she walked slowly away. Tommy forgot what his mother had said. He went after the kitten, but it ran behind a barrel.

Tommy looked about for his mother, but he could not find her. He pushed his way out through the crowd to the street, but his mother wasn't there. He started to cry and called, "Mother, where are you?"

Just then ———.

The picture on page 10 tells you the rest of the story. What do you see in the picture?

Can you finish the story about Tommy?

How do you think the policeman knew where Tommy's home was?

If you were lost, could you tell a policeman how to take you home?

This short story tells how Tommy was lost.

Tommy went to the market with his mother. He went after a kitten. He couldn't find his mother again.

WRITTEN EXERCISE

I. Copy the paragraph above. Be sure to write it just as it is given in the book.

II. Think of three sentences telling how Tommy reached his home. Write your sentences like a paragraph.

7. Using *Is* and *Are*



He is



They are

I. These little Good English brownies are having a fine time. Look carefully at the picture.

What is the *one* little brownie doing?

The one little brownie *is* flying a kite.
He *is* running.

How many people do these sentences tell about?

We use *is* when we speak of **only one** person or thing.

Read the following sentences:

1. The apple *is* red.
2. The baby *is* very good.
3. My book *is* on the desk.
4. John's sled *is* new.
5. The girl *is* at the board.
6. The sun *is* shining.
7. Anna *is* coming to school.
8. That ball *is* mine.

Why do we use *is* in these sentences?

II. What are the *two* brownies doing in the picture on page 12?

The two brownies *are* flying a kite.
They *are* running.

These three sentences tell about more than one brownie.

We use *are* when we speak of **more than one** person or thing.

Read these sentences aloud:

1. Her pencils *are* green.
2. These grapes *are* ripe.
3. The dogs *are* barking.
4. The neckties *are* blue.
5. Our hands *are* clean.
6. These children *are* tired.
7. Those pears *are* ripe.
8. Roses *are* red.

Why do we use *are* in these sentences?

ORAL EXERCISE

Read these sentences, putting *is* and *are* in the blank spaces:

1. Our bird —— a great singer.
2. His songs —— sweet.
3. He —— small.
4. All canary birds —— small.
5. Mary's kittens —— gray.
6. The toys —— in the box.
7. The horse —— in the barn.
8. A nest —— in that tree.
9. This —— my dog.
10. Two windows in our room —— open.

8. A Game of Asking Questions

Choose someone in your class to be the leader of this game of asking questions.

The leader will ask the class a question beginning with " Shall I? " He might ask:

Shall I read you a story?

Shall I walk to the park?

If his question is correct, he may choose a child to ask another question. If this second child's question is correct, he may choose the next person to ask a question.

Be sure to begin your question with " Shall I? " If a child does not ask his question correctly, the leader chooses someone else to give the question.

You may ask questions about these words:

throw—ball

copy—sentence

skate—ice

shut—door

open—window

read—book

eat—apple

write—letter

ride—car

9. Playing a Story

THE LION AND THE MOUSE

A lion lay fast asleep. A mouse who was playing near by, ran over his nose. The lion woke up and roared, "How dare you play near me! I'll eat you up!"

"Please, Mr. Lion, do not eat me up. Let me go and I'll help you some day," begged the little mouse.

"Ha, ha! How can a little mouse like you help a big lion like me?" The lion laughed and laughed. Then he said, "Well, I'll let you go, but keep out of my way."

"Thank you," said the mouse, "I will."

Soon afterward the lion was caught in a trap. He roared and roared, but could not get away. The little mouse heard him. He stopped and listened. Then he ran as fast as he could to where the lion was trapped.

"Keep still, Mr. Lion," said the little mouse, "and I'll set you free."

He gnawed and gnawed until the rope was cut in two.

"There, Mr. Lion, you are free."

"Thank you," said Mr. Lion.

"One good turn deserves another," said the little mouse.

Read this story slowly to yourself.

What did the lion say when he woke up?

What did the little mouse beg of Mr. Lion?

Why did the lion laugh at the mouse?

How did the little mouse help the lion?

What did the mouse mean when he said, "One good turn deserves another"?

ORAL EXERCISE

This story will be fun to play in class. Someone may make believe he is the lion. What will the lion say and do?

Someone else may be the mouse. He may tell what the mouse said.

When you play this story, do not forget that the lion roars with a deep voice, and that the little mouse has a high, squeaky voice.

When two children have played the story, the

teacher may choose other children to play "The Lion and the Mouse." Let the class decide which children played the story best.

WRITTEN EXERCISE

I. Make believe you are the lion. Write two or three sentences telling how the mouse set you free from the trap.

II. Make believe you are the mouse. Write a sentence telling what you did for the lion.

10. Troublesome Sounds

Mary and Hannah were two little girls who went to the same school and were in the same class. They were bright little girls and they liked their school work very much. Best of all, they liked reading.

One day their teacher said, "I am going to choose someone to read this story to the class. Hannah is a good reader, but she does not speak clearly enough. I shall choose Mary, for she speaks so clearly that everyone in the room can hear her."

We all like to listen to people, like Mary, who talk clearly and say their words in the right way. We want to learn to talk clearly so that people will like to listen to us.

Some sounds are harder to say clearly than others. We must learn to say these as well as we can.

I. With lips closed, hum the letter *m*.

Hum—m—m—m—m

Say *m*, then say *ah*. Now say them together, *mah*.

Say *m* with each of these sounds:

ah ā ee aw oh oo

Read these words aloud. Look up as you say each word.

mamma	mother	mark
may	many	maid
me	move	moss
mow	more	meal
moo	meat	man

oo
oh
aw
ee
ā
ah

II. Here is a ladder of sounds. We will start at the bottom of the ladder and go up one step at a time.

First we will place *b* before the sound on each step. The letter *b* goes up the ladder this way:

bah bā bee baw boh boo

Now go up the ladder with each of these letters:

b	c	d	f	g	h	j	k	l
m	n	p	r	s	t	v	w	z



11. Study of a Poem

WINDY NIGHTS

Whenever the moon and stars are set,
Whenever the wind is high,
All night long in the dark and wet,
A man goes riding by.

Late in the night when the fires are out,
Why does he gallop and gallop about?
Whenever the trees are crying aloud,
And ships are tossed at sea,

By, on the highway, low and loud,
By at the gallop goes he;
By at the gallop he goes, and then
By he comes back at the gallop again.

ROBERT LOUIS STEVENSON

Read the poem through carefully to yourself.
Then two or three children may read it aloud.
Try to hear the gallop of the horseman as you read.

I. How many of these questions can you answer?

Who is the horseman?

When does he go riding by?

Why do we hear him more clearly when night falls?

If you look out of your window on windy nights,
what can you "make-believe"?

How do we know that the horseman is riding by?

What makes the trees cry out?

Why are the ships tossed at sea?

The wind helps us in many ways. How many ways
can you think of?

II. Learn the poem so that you can say it without looking at your book.

When the whole class has learned the poem, you may all close your books, sit up tall in your seats, and say the poem aloud together. Close your eyes as you say it, and try to see the horseman as he gallops by.

12. Telling How to Do Something

PLAYING WATCH DOG

The child who is the watch dog sits on a chair in front of the class. He keeps his eyes closed. Another child, who is the master, places four erasers around the chair. These erasers are make-believe bones. The master then calls on someone in the class to steal a bone from the dog. If a sound is heard, the dog growls, and the child must take his seat. If the dog hears no sounds as the bone is taken, the child returns to his seat, and the class clap their hands. The child who took the bone then becomes the dog.

What will the watch dog do first?

What will the master place around the chair?

Who will try to steal the bone?

If the dog hears a sound, what will he do?

What happens if the dog hears no sound?

When you have answered these questions you may play the game in class.

ORAL EXERCISE

I. Make believe you are visiting your cousin. Tell her how to play the game of watch dog. Be sure to tell all the things she will need to know.

II. Tell how to do one of these things:

How to play Puss in the Corner

How to draw a picture of a house

How to play tag

13. Watch the Little Word

Do you remember the story of "The Lion and the Mouse"? The mouse was very small, but he helped the big lion. Small things, like the mouse, are often very useful. But like mice, they sometimes need to be guarded against, so that they cannot slip in where they don't belong.

I is one of the smallest words in our language, but we must watch it carefully, and put it always in the right place.

Read these sentences aloud:

Is it I?

Isn't it I?

It is I.

It isn't I.

Shall I go?

THE GAME OF "IT IS I." One child stands facing the wall at the front of the room with her eyes closed. Another child calls to her, and says, "Good morning, Mary." Mary turns around quickly and tries to guess who called her. She says, "Is it you, Rose?" Rose says, "No, it is not I."

Mary asks another pupil, "Jennie, is it you?" Jennie answers, "Yes, it is I."

Mary has three chances to guess who called. If she misses all three chances, the child who called Mary comes up and hides her eyes.

14. Telling a Story

THE PRINCESS AND THE PEA

Once upon a time there was a prince who wished to marry a princess, but he wanted to be sure that she was a real princess. He traveled all over the world in hopes of finding one. He met many, many princesses, but there was always something wrong. He could not be sure they were real princesses. At last he returned to his palace feeling quite sad. He was afraid all the real princesses had married other princes and there was not one left for him.

One evening soon after the prince had returned home, a dreadful storm arose. It thundered, and the lightning flashed, and the rain poured down in torrents. All at once there was a loud knocking at the door, and the old king, the prince's father, went out himself to open it. There on the palace doorstep stood a princess. The wind had blown away her cloak and her crown, and the water trickled down from her hair. She told the old king she was a real princess.

"Ah! We shall soon see that!" thought the queen. She didn't tell anyone what she was going to do, but slipped quietly into the bedroom, took all the bed-clothes off the bed, and put one little pea on the bedstead. Then, over the pea she laid twenty mattresses, one on top of another, and she put twenty feather beds over the mattresses. When all this was done, she called the princess.

The next morning the old queen asked the princess how she had slept.

“Oh, very badly indeed!” she said. “I scarcely closed my eyes all night. I do not know what was in my bed, but there was something hard under me, and I’m all black and blue. It has hurt me so much!”

Now it was plain that the lady was a real princess. Only a real princess could have skin so delicate that she could feel one little pea through twenty mattresses and twenty featherbeds.

So the prince married his real princess and they lived happily ever after.

HANS ANDERSEN

Listen while your teacher reads this story. Then read it for yourself. See if you can answer these questions:

For whom was the prince looking? Why did he feel sad? Why didn’t the king and queen know that it was a real princess who knocked at the door?

How did the queen try to find out whether the lady was a real princess?

ORAL EXERCISE

I. Be ready to tell a part of this story to your class. The first row may be ready to tell about the prince and his search. The next row may tell about the coming of the princess, and a third row may tell how the queen found out that the lady was a real princess.

Try to tell your part of the story in two or three short sentences.

II. In column I you will find words which are used in the story of "The Princess and the Pea." Read the sentences in which these words are used. In column II you will find words that match the words of column I because they have nearly the same meaning.

Can you find the word that means the same as *sad*? How many of the other matching words can you find?

I	II
sad	true
returned	unhappy
real	dripped
trickled	came back
laid	hardly
scarcely	tender
delicate	placed

15. Using Words Correctly

Read these sentences to yourself:

1. The janitor *rang* the bell.
2. All the birds *sang* merrily.
3. The old horse *rang* the bell in the market place.
4. We *sang* "The Muffin Man" at recess.
5. When the last bell *has rung*, school has begun.
6. We *have sung* all the songs we know.

The words *rung* and *sung* can never be used by themselves. They need words like *have*, *has*, or *had* to help them along.

Rang and *sang*, like these Good English brownies, can stand by themselves. They never need any helping words, as their brothers *rung* and *sung* do.



ORAL EXERCISE

I. Can you tell three sentences about each of these brownies? For example,

The brownie *rang* the bell hard.

This little brownie *rang* a big bell.

He *rang* the dinner bell.

Be sure to make three more sentences about *rang* and three sentences about *sang*.

II. Read this paragraph, using the correct words:

The nine o'clock bell just (*rang*, *rung*). It rings three times. When it has (*rang*, *rung*) once, we are ready to march. When it has (*rang*, *rung*) twice, we shall be in the assembly room. When it has (*rang*, *rung*) three times, we shall be in our seats. In our

assembly we sing songs. Yesterday we (*sang, sung*) "The Star Spangled Banner." We have (*sang, sung*) many songs in school this year.

NOTE.—Use at this time the Review Lessons on page 83.

16. Making Sentences

To-day is a beautiful day. The sun is shining. I like to look at the blue sky.

This is the story a little girl wrote about the weather.

Read the first sentence of the story. What does it tell? Read the second sentence. The second sentence tells something about the beautiful day. The last sentence tells why the little girl likes a beautiful day.

The story above tells about one kind of day. What other kinds of days may we have?

Who can give a sentence about a rainy day? Who can tell something else about a rainy day?

Perhaps you will say:

On rainy days I stay in the house. I help my mother and I do my home work. Sunny days are nicer than rainy days.

What does the first sentence tell? What does the second sentence tell? Read the last sentence. What does it say?

WRITTEN EXERCISE

I. Write three sentences about one of these kinds of days. Write your sentences in the form of a paragraph. Your first sentence should tell about the kind of day. Then write another sentence telling something more about the day. What will your third sentence tell?

sunny	stormy	foggy
rainy	clear	cloudy
windy	warm	frosty

II. Write three sentences in the form of a paragraph. Tell about one of the following:

- | | |
|------------------|------------------------|
| 1. your birthday | 4. an apple |
| 2. a girl | 5. your hat |
| 3. a boy | 6. your favorite story |

17. Studying a Poem

THE BROWN THRUSH

There's a merry brown thrush sitting up in the tree;
He's singing to me! He's singing to me!
And what does he say, little girl, little boy?
"Oh, the world's running over with joy!
Don't you hear? Don't you see?
Hush! look! in this tree,
I'm as happy, as happy can be!"

The brown thrush keeps singing: "A nest do you see,
And five eggs are hid in the old apple tree?
Don't meddle! don't touch! little girl, little boy,
Or the world will lose some of its joy!
Now I'm glad! now I'm free!
And I always shall be,
If you never bring sorrow to me."

So the merry brown thrush sings away in the tree,
To you and to me, to you and to me;
And he sings all the day, little girl, little boy,
"Oh, the world's running over with joy;
But long it won't be,
Don't you know? Don't you see?
Unless we are as good as we ever should be?"

LUCY LARCOM

Listen while the teacher reads this poem to you.
Now read it carefully to yourselves. Can you
answer these questions about the poem?

1. Why was the thrush singing?
2. To whom was it singing?
3. Why was the bird so happy?
4. What had the thrush hidden away in the old apple tree?
5. What did the bird mean when it sang, "Don't meddle! don't touch! little girl, little boy"?
6. What would make the brown thrush sad?
7. What does the last part of the poem tell us will happen if we're not good?

8. Birds, with their singing, make the world a happy place to live in. What else helps to make the world happy?

18. A Game: "Who Is It?"

One child is chosen to be the Guesser and leaves the room. The class then chooses someone to be "It."

Suppose that Arthur is the Guesser. The teacher calls him to come into the room. She tells him that he must try to find out who "It" is.

Arthur says, "Is it John?"

If John is not "It," the class says, "No, it is not he."

Arthur then guesses someone else. He says, "Is it Mary?"

If Mary is "It," the class says, "Yes, it is she."

Arthur has five chances to find out who is "It." If he guesses correctly, "It" becomes the Guesser, and the class chooses another pupil to be "It."

19. Troublesome Sounds

The letters *f* and *v* give some people a great deal of trouble. Let us practice saying these words until we are sure we can always say them correctly.

fit	van	five	off
fat	vain	fine	drive
for	vase	face	live
fifth	very	fail	muff
fourth	vast	fifteenth	give

Who can name the most words which contain *f* or *v*? Be sure you say each of the words correctly.

Read these sentences aloud:

1. Frank and Fanny live on Fourth Street.
2. Fat Hugh caught eight white fish.
3. Stephen drove eleven miles to New Haven.
4. My favorite story is about a wolf and an elf.
5. The French fleet faced the foe.
6. The fifth of the month was Richard's twelfth birthday.
7. Figs are fine fruit.
8. We read how the elves from the caves dived into the waves.

20. Telling a Story

THE TALKATIVE TORTOISE

Once a tortoise and two ducks lived in a pond. During the hot summer days the pond dried up.

"Good-by, Mrs. Tortoise," said the ducks. "We cannot live without water, so we shall fly away."

"I shall die if you leave me alone! Do take me, I pray," cried the tortoise.

"But you have no wings," said the ducks.

The tortoise cried at being left alone, so the ducks, feeling very sorry, planned a way to take her.

They found a stout twig, and each held an end in his mouth. They told the tortoise to take the middle of the stick in her mouth.



"Be sure to remember that you are not to say one word," said the ducks. "If you open your mouth, you will drop from the stick."

"Indeed, I will hold my tongue," said the tortoise.

As the ducks flew away, over cities and meadows, it was very hard for the tortoise to keep silent. She longed to ask what was on top of the church steeple,

or to say how the cool air made her shiver. But each time she remembered the ducks' warning.

Children looked up at them and shouted at the strange sight, and still the tortoise kept silent.

Crowds of men and women gathered and cried, "Oh, how foolish that tortoise looks hanging to a stick!" This made the tortoise angry and, before she thought, she opened her mouth to tell the people how small they were. Down she fell to the ground! And that was the end of the tortoise.

The ducks flew on, feeling sorry for the tortoise who could not hold her tongue.

The picture on page 32 will show you how a tortoise looks. Do you know another name for a tortoise?

People sometimes say that a tortoise carries its house about on its back. What is the tortoise's house?

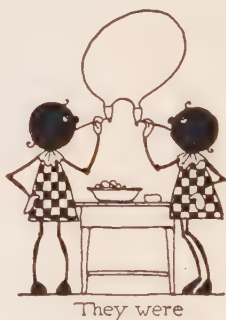
This story is called a **fable**. A fable is a make-believe story in which animals talk like real people.

Do you know another fable about a tortoise? Perhaps your teacher will tell you this story if you do not know it.

You have read another fable in this book. See who can find it first.

ORAL EXERCISE

Be ready to tell the story of the talkative tortoise. Perhaps you would like to tell it as one of the ducks might tell it. Begin, "Our poor friend the tortoise has come to a sad end. My brother and I tried to ——."

21. Using *Was* and *Were*

Look carefully at this picture. Now close your books and tell what the Good English brownies were doing. You will say,

One brownie *was* blowing soap bubbles.

Two brownies *were* blowing soap bubbles.

Read these two sentences aloud. When we speak of *one* brownie we use *was*, and when we speak of *two* brownies we use *were*.

We use *was* when we speak of **one** person or thing, and *were* when we speak of **more than one**.

ORAL EXERCISE

I. Read these sentences, using *was* when you speak of one, and *were* when you speak of more than one.

1. The little princess (*was, were*) cold and hungry.
2. The dwarfs (*was, were*) kind to her.
3. She (*was, were*) very happy.
4. The dwarfs (*was, were*) very busy.
5. They (*was, were*) digging in the mines.
6. The mines (*was, were*) full of gold.

II. Make up three sentences about the dwarfs in the story of "Snowdrop and the Seven Dwarfs." Begin each sentence with "They were ——."

III. Make up three sentences about the princess in the story of "The Princess and the Pea." Begin each sentence with "She was ——."

22. Studying a Picture

One day the kindergarten class gave a party for their mothers. The four little children in the picture on page 36 were supposed to sing a song. The teacher stood them in a row at the front of the class. She gave them music to hold in their hands, although they were too little to read it.

When the teacher told them to sing, there was a great roar. The little boy on the end yelled with all his might. Two of the little girls were so busy watching the visitors that they forgot all about their song. It was a very funny party.



ORAL EXERCISE

I. Tell about one of these children so that your big brother would know which child you were talking about. Be sure to tell the things about this child that make her different from the others.

II. Make believe you are the little girl who is standing next to the boy. Tell why you look so cross.

23. Explaining How to Do Something

HOW TO PLANT SEEDS

There are certain things everyone should know about planting seeds. The first thing is to have good soil and good seeds. Do not plant the seeds too deep. If you keep the soil moist and loose, your seeds will grow quickly to be healthy plants.

Read the sentences above. They tell you how to do something.

What does the first sentence tell? The first sentence should always show us what a paragraph is going to tell about.

The second and third sentences tell us what we should know about planting seeds.

Read the last sentence. What does it tell?

ORAL EXERCISE

Tell how to do one of the following:

How to plant a window garden

How to plant a school garden

How to make a blotter

How to make a penwiper.

How to cover your book
How to hang your clothing in the closet
How to cross the street
How to amuse a little brother or sister

Try to begin with a sentence which will tell the class what you are going to talk about.

24. Writing Sentences

1. i drink a glass of milk every day
2. too much candy is bad for children
3. never put money into your mouth
4. do you wear your rubbers on wet days
5. we must be careful crossing streets
6. an apple a day keeps the doctor away
7. bedroom windows should be open at night
8. how can we prevent fires
9. children should have eleven hours of sleep
10. coffee is not good for children

Which of these groups of words are sentences that tell something? How will you begin each sentence? What mark will you place after each one? Write these sentences correctly.

Which of the above groups of words ask questions? What will you write after each question? Write these questions correctly.

25. A Game: "What Did I Do?"

Each child may choose one of these things to act for the class:

sewing	dusting
writing a letter	telephoning
washing clothes	jumping rope
sweeping the floor	hammering a nail
playing the piano	drawing a picture
riding a horse	steering an automobile

When you have finished playing the words you chose, you may ask a pupil in your class, "What did I do?" This child may give a sentence telling what you did. For instance,

Mary plays that she is dusting the chairs. When she has finished, she asks, "Susie, what did I do?" Susie answers, "You dusted the chairs," or "Mary dusted the chairs."

26. Troublesome Sounds

I. Say these words over and over, until your teacher tells you that you say them all correctly:

wade	wall	wise	we
weed	will	win	was
wide	wire	window	west
work	wing	wild	wind

II. Now read these sentences aloud. Be careful to say the *w* words correctly.

1. The west wind is blowing.
2. We will win the game.
3. Wild wind, will you come through my window?
4. Open wide the window.
5. Wade in the weeds, and win the race.
6. It was a wise boy who spoke.
7. I woke the cat which was asleep on the wide garden wall.
8. On Wednesday we had a ride in a wagon.

III. Read these sentences aloud:

1. The window is wide open.
2. I went with John to the woods.
3. I am sitting in the fifth seat.
4. I am fifth on the list.
5. That woman wonders why we are eating these vegetables.

27. Making Sentences

I. Read these sentences:

1. Sally *tore* her dress.
2. Yesterday she *tore* her best coat.
3. Her brother fell and *broke* a plate.
4. Sally's doll *broke* her leg.
5. At the zoo I *saw* a camel.
6. When I looked through the glasses, I *saw* a big star.

II. Make up three sentences telling

1. What a brownie tore.
2. What a brownie broke.
3. What a brownie saw.

III. What things in this list can you tear? Make sentences using *tore* with the words you have named.

Which things can you break? Make sentences using *broke*.

Which things can you see? Make sentence using *saw*.

toy	cow	store	arm
ball	papers	book	chair
glass	letter	doll	cloth
dress	sister	plate	stocking



He broke.

WRITTEN EXERCISE

Some words have been left out of this story. See if you can write the story correctly, by using these words in the blanks.

was were saw tore broke

Jane and Betty ——— having a tea party for their dolls. The table ——— all set. Jane ——— carrying her favorite doll,



She tore



He saw

Nancy, to the table when she tripped and fell. She —— a big hole in her dress and —— poor Nancy's leg. When Betty —— what had happened, she ran to help Jane.

28. Telling a Story

THE FOX AND THE CRANE

A fox was walking along the shore of a pond one day. He met Mrs. Crane standing on one leg at the edge of the water. "Good-morning, Mrs. Crane, how are you?" he called.

"I am hungry, friend Fox, and it makes me cross," Mrs. Crane replied.

"Come to my house and have dinner with me," said the fox. Mrs. Crane was delighted to go.

Mr. Fox served soup for dinner in flat plates. Poor Mrs. Crane, with her long neck and long bill, could not get a drop of soup. But she said not a word. The fox ate all the soup.

Before Mrs. Crane left, she said politely, "Be sure to call on me, friend Fox. Won't you come for dinner to-morrow?"

Mr. Fox reached Mrs. Crane's house early. He was very hungry. "I'm so glad you invited me to your house, Mrs. Crane," said he. "I am sure your dinner will be delicious."

Mrs. Crane served soup in jars with long narrow necks. Mr. Fox could not reach the soup.

"Why don't you eat, friend Fox?" said the crane.

The fox said nothing, but he watched Mrs. Crane finish both jars of soup. Then he said, "Good-by, Mrs. Crane," and went sadly home.

Read the story to yourselves.

What kind of story is this? If you do not remember, look back at Lesson 20.

What other stories like this do you know?

In column I you will find words which are used in the story you have just read. Read the sentences in which these words are used. In column II you will find words that match the words in column I, because they have nearly the same meaning.

I	II
replied	asked
delighted	slim
invited	very good
delicious	answered
narrow	sorrowfully
sadly	happy

ORAL EXERCISE

I. You may play this story. One pupil may be Mr. Fox. Another may be Mrs. Crane. What will you use for the flat plates? What will you use for the jars? What will Mr. Fox and Mrs. Crane say to each other?

II. Make up a fable to tell your class about two animals who invited each other to dinner. Perhaps you would like to tell about one of these:

A horse and a squirrel
A lion and a mouse
A chicken and a kitten
A dog and a canary
A rabbit and an elephant

Before you begin to tell the story, think what each animal likes to eat. Try to think of something the other animal does not like. A squirrel likes nuts, but a horse likes hay. What would happen when they had dinner together?

29. Word Puzzles

In each of the lines below, the words are all mixed up. As they are written now, they don't make complete thoughts. Try to make sentences by putting the words in the right order.

Thus, the words in this next line may be put together to make a sentence:

boy ball the throws the
The boy throws the ball.

1. gives milk the cow
2. was shining sun the to-day
3. sing birds the
4. this read book I can

5. hard raining is it
6. school like go to I to
7. girl the doll the plays with
8. to ball play I like
9. early I bed to go
10. always we flag the salute

Write the sentences you have made. How will you begin the first word in each sentence? How will you end each sentence?

30. The Game of Crossing the Bridge

Let us make believe that the space between the first row of desks and the blackboard is the bridge. The desks are one end of the bridge and the blackboard is the other.

The first row of pupils may stand while each one says the words in the list below. Every child who says them all correctly, crosses the bridge and writes his or her name on the board. A child who does not say a word as it should be said, falls off the bridge and has to stand in the water.

The row which gets the most names on the board wins the game.

with	that	then	this
month	mouth	there	they
brother	breath	they	worth
without	mother	moth	wreath

NOTE.—Use at this time the Review Lessons on page 86.

31. Playing a Story

Once upon a time, as Jack Horner was walking along Mother Goose Lane, he met the Spider who frightened Miss Muffet. This is what he said to the Spider:

Good morning, Spider. Why did you frighten poor little Miss Muffet? You know it was naughty to come and sit down beside her. I hope she came back and ate her curds and whey.

A little farther down the street the Spider met Miss Muffet. This is what he said to her:

Good morning, Miss Muffet. I am sorry that I frightened you the other day. I only meant to sit down beside you to keep you company while you ate your curds and whey. Will you forgive me for having scared you?

Pretend that your classroom is Mother Goose Village. Each child may make believe that he is one of the people who live in the village.

Suppose that you meet one of the other Mother Goose children as you are walking along the street. Tell the person you meet about some interesting thing that has happened in the village. You might ask a question about something he or she has done.

Perhaps you will be one of these people:

Jack	Humpty-Dumpty
Jill	Tom, the piper's son
Bo-Peep	Mary, Mary, quite contrary
Little Boy Blue	The old woman who lived in the shoe

32. Studying a Poem

THE TREE

The Tree's early leaf buds were bursting their brown;
 "Shall I take them away?" said the Frost, sweeping
 down.

"No, leave them alone
 Till the blossoms have grown,"
 Prayed the Tree, while he trembled from rootlet to
 crown.

The Tree bore his blossoms, and all the birds sung;
 "Shall I take them away?" said the Wind, as he swung.
 "No, leave them alone
 Till the berries have grown,"
 Said the Tree, while his leaflets quivering hung.

The Tree bore his fruit in the midsummer glow;
 Said the girl: "May I gather thy berries now?"
 "Yes, all thou canst see:
 Take them; all are for thee,"
 Said the Tree, while he bent down his laden boughs low.

BJÖRNSTJERNE BJÖRNSON

Listen while your teacher reads this poem aloud. The poem tells a story in three parts. In the first part the Tree and the Frost are talking. Who are talking in the second part? Who are speaking in the third part?

The teacher will call on someone to read aloud the words of each speaker. Be ready to read clearly as soon as you are called on.

Who can tell what the first line of the poem means?

Why did the tree tremble from rootlet to crown?

What other words do you know which mean the same as the following words?

leaflets	gather	trembled
quivering	laden	blossoms

Perhaps you will like to learn this poem so that you can recite it for an Arbor Day program.

ORAL EXERCISE

I. Tell the story of "The Tree" to your class. One pupil may tell the first story, about the Frost. Another pupil may tell about the Wind, and a third about the girl.

II. You may act the story of "The Tree." How many people will you need to play the story?

33. Writing a Story

These stories were written by third-year boys and girls. Do you think you could write stories as good as these?

AT THE SEASHORE

The seashore is the place to go in summer. It is fun to play in the sand. I dig a hole in the sand and the waves come up and fill it with water.

BE CAREFUL

Would you think that anyone would leave matches lying around? That is just what my aunt did. She will never do it again.

WHEN I GROW UP

Do you like to weave? I think it is more fun than anything else I do in school. I would like to be a weaver when I grow up.

MY DREAM

Last night I cried in my sleep. I dreamed a big black bear was after me. My sister told me it was just a dream.

Each of these stories is a **paragraph**. Notice how each story is written. Where does the first sentence in each paragraph begin?

ORAL EXERCISE

Make up a story about the game you like best. Your first sentence may tell what game you like best. Then tell why you like this game better than other games.

This is what one boy said:

Tag is the finest game I know. It makes you run fast. I like to chase the other boys and girls.

Perhaps you will tell about one of these games:

tag	blocks
baseball	marbles
bean-bag	dominoes
punch ball	hide-and-go-seek

WRITTEN EXERCISE

Write the story that you told the class. Be sure you write it as a good paragraph should be written. How will you begin each sentence? How will you end each sentence?

34. The Game of "Who Did It?"

You may choose one pupil to be the leader and another pupil to be "It." Suppose that Joseph is "It." He goes out of the room while the leader gives the names of animals to ten or twelve children.

Each child who has been given a name must be ready to make a noise like that animal.

When the names have been given out and the children are ready, Joseph is called back. He stands at the front of the room with his back to the class. The leader says "Lion." Whoever has been given the lion, roars.

Joseph has three guesses with which to find out who roared. He says, "Mary, did you roar?" If he has guessed correctly, Mary says, "I did it." If he is wrong, Mary says, "No, I didn't do it."

Joseph must then ask someone else. When he guesses correctly, the pupil who roared becomes "It." The leader then gives out names of animals to other children.

Here are some names you may use:

cow	dog	cat	bear
pig	duck	hen	turkey
bee	sheep	lion	donkey
horse	rooster	mouse	sparrow

35. Playing a Story

THE LAZY SQUIRREL

I

Jack Frost went out into the woods one cold night and opened the chestnut burrs so that the nuts were all ready to fall.

The next morning Mother Squirrel called her children

Bushy Tail, Bunny, and Sport, and said, "Now that the nuts are falling by the hundreds, we must get to work to gather food. Winter is coming. We must work fast, so we will have enough food stored away to eat when the snow covers the ground."

In the old tree there were many little corners or closets. The mother took each little squirrel, showed him his own closet, and told him to go to work to fill it. Then she went off and left them to work.

It was great fun at first to see the nuts come tumbling down. The three squirrels worked hard all day long. Up and down the old oak they went, carrying the glossy brown acorns and chestnuts, and now and then a beautiful white hickory nut.

At night, when the mother came home, they each took her to see what a big pile of nuts they had in their closets.

"You have worked well, children," said Mother Squirrel. "But you will have to work well for many days before you will have enough nuts to last you through the long, long winter."

II

The next morning Bushy Tail and Bunny went out again gathering nuts, but Sport felt lazy. He said, "There'll be plenty of time to gather my nuts before the snow comes." So off he went to have a frolic with the neighbors. Each day was the same. Instead of working, Sport would say, "Oh, there's plenty of time."

All this time Bushy Tail and Bunny had been very busy, and their closets were full to the brim.

One cloudy evening in November Mother Squirrel came home, called her three children, and said, "Have you all filled your closets? I saw the big snow cloud as I came home. To-morrow the ground will be white with snow."

Bushy Tail and Bunny were quick to answer, "Oh, yes, Mother, we have."

But lazy little Sport looked very much ashamed. A big tear ran down his nose as he told his mother that his closet was almost empty. He was sorry he had not worked with his brothers instead of playing in the woods.

His mother said, "I am sorry, Sport. You will have to eat bark and some old grasses I have stored away, while your brothers nibble the nuts they gathered. We hope for your sake that the winter will not be a long one."

After you have finished reading this story, perhaps you would like to play it. The class may choose someone to be Mother Squirrel, and three children to play Bushy Tail, Bunny, and Sport. Of course, you can't have an old oak tree for a house, as the squirrels had, but you may pretend to heap the nuts high on a desk, instead of in an oak closet.

Watch the four children who are playing the story. Try to think of ways to make the play better. Did Bushy Tail and Bunny act very busy? How did Sport act? Did Sport look very much

ashamed when his mother asked him how many nuts he had gathered? What did he say to her?

The teacher will ask other children to play the story. When your turn comes, try to act as much like these little squirrels as you can.

36. Using *Have* and *Has*



She has



They have

I. Read the following sentences:

1. John *has* a bat.
2. The brownie *has* a doll carriage.
3. She *has* a baby doll.
4. The baby *has* a toy.
5. The room *has* four windows.

How many people does the first sentence tell about? What does this sentence tell about John? How many people are spoken of in the second sentence? In the third?

What one word is used in all of these sentences?

We use *has* when we speak of only one person or thing.

II. Read these sentences carefully:

1. All the boys *have* balls.
2. The brownies *have* doll carriages.
3. The pencils *have* sharp points.
4. The girls *have* clean hands.
5. They *have* curly hair.

In the first sentence, how many people are spoken of? How many people does the second sentence tell about? What word is the same in all of these sentences?

We use *have* when we speak of more than one person or thing.

ORAL EXERCISE

I. In the spaces in the following sentences, use *has* when you are speaking of one, and *have* when you are speaking of more than one.

1. The boy — clean hands.
2. The children — many books.
3. The teacher — a new desk.
4. The postman — a heavy load.
5. The boys — a new game.
6. The men — straw hats.
7. The book — a red cover.
8. The rooms — many windows.

II. Make up three sentences telling about things that are owned by the brownies in the picture. Begin, "They have —."

Make up three sentences telling about things that are owned by your brother. Begin, "He has ——."

Make up three sentences telling about things that are owned by your mother and father. Begin, "They have ——."

37. Troublesome Sounds

I. Read these sentences aloud:

1. Ben sang the king's song.
2. He banged on the door.
3. Susie longed to thank her kind friend.
4. We five walked among the trees.
5. The strong young man walked along the street.
6. The young girl rang the bell.
7. Hang your hat on the rack.
8. "Ding-dong, ding-dong," sang the bell.

II. Think of several things that *ring*. Make sentences using the word *rang*, like these,

The church bell *rang*.

The fire bell *rang*.

Say your sentences aloud.

III. Think of some words that you can use with *sing* or *sang*. Make sentences like these:

The birds *sing* sweetly.

We *sang* songs in assembly.

Say your sentences aloud.



38. Study of a Picture

Whom do you see in this picture?

What kind of little girl do you see? Is she Japanese, Italian, French, or Indian? If you look carefully at the picture, you can find things which tell you the answer to this question. How many reasons for your answer can you find?

What is the little girl doing?

How do you suppose she got into the basket?

Here is a story a little girl told about this picture.

I am a little Indian girl. I have been playing hide-and-seek with my brother. I am watching to make sure my brother isn't peeking. In a minute I am going to hide inside the basket, so my brother can't find me.

WRITTEN EXERCISE

Write a story to read to the class about the little Indian girl. Be sure you begin your first sentence farther to the right than the other sentences.

39. Story Puzzles: "What's My Name?"

Here are some stories in which things you see every day are talking about themselves. What are their names? How many of these names can you guess?

As soon as you guess the name in each story, you may stand. When your teacher calls on you, be ready to give a sentence telling the name you have guessed. You may say, "I think the story is about a — —."

1. I am round and red and white inside. Children like to eat me.

2. I am white and round. You think I am very cold. Boys like to throw me.

3. I grow in the fields. I have a yellow hat with white petals all around. Children love to pick me.

4. I am green on the outside and pink inside. My seeds are black. What am I?

5. I am made of flour, butter, and eggs. I am baked in the oven. You like me, I know.

6. I am made of paper. I have cloth covers. I tell you many stories.

7. I have legs but no feet. I have arms but no hands. I have a back but no head.

8. I am round, light, and made of red rubber. I am filled with air. Children bounce me and toss me high in the air.

9. I am made of paper. Boys tie a string to me and let me fly high in the air. The wind and I are great friends.

10. I fly in the breeze. My colors are fresh and bright. Boys take off their caps when they see me.

40. Making a Puzzle

Choose some article that you have seen, and describe it to the class, making a story like those in Lesson 39. See if the class can guess your name.

You may choose one of these:

a ball

a pen

a bee

a cat

a table

a doughnut

an airplane

your shoes

a trolley car

a victrola

the baker

a sailboat

an elephant

the postman

a fire engine

WRITTEN EXERCISE

Write a paragraph of three or four sentences telling about the article you described to the class. Have a good sentence to begin with. Your second sentence may tell something more about the thing you are describing. Your last sentence should make a good ending for the paragraph.

41. Playing a Story

THE ANT AND THE DOVE

A little ant once fell into the water. "Oh, dear, I'm afraid I shall drown. Help! Help!" he cried.

A dove in the branches of a tree heard the cry.

"Keep swimming, and I'll help you," called the dove. Then she bit off a leaf and dropped it into the water. The ant climbed up on it and was saved.

"You saved my life," said the ant. "I will never forget your kind deed."

Soon afterwards a hunter came through the forest. He saw the dove and said, "I'll shoot that bird. She will taste very good in a hot stew."

The little ant heard the hunter. "Now I can help my friend the dove," he said to himself.

The hunter pointed his gun at the dove and was just about to shoot when the ant bit his heel. The hunter dropped his gun with a great clatter.

"Oh, my heel, my heel!" he cried.

The dove, hearing the noise, flew away. When the

hunter had left the forest, the dove flew back to the little ant and said, "You saved my life to-day. I thank you."

Would you like to play this story? You may play that your desks are the forest trees, and the space between the desks and the blackboard may be the pond.

The hunter may use a ruler or the pointer for a gun.

Tell what the dove said and what the ant and the hunter said. How will the hunter look when he drops his gun?

What other fable have you read that is something like "The Ant and the Dove"? Be ready to tell this other story to the class.

42. Answering Questions

Try to answer each of the following questions correctly. Be sure to make complete sentences.

For example, this is the way one little boy answered the first question, "Why do you study arithmetic?"

I study arithmetic so I will know how to count money, buy things, and make change.

1. Why do you study arithmetic?
2. Why should boys and girls drink plenty of milk?

3. How are sheep useful to men?
4. What is the name of a fable you have read this term?
5. How do you salute the flag?
6. What do we call the answer in addition?
7. What do plants need to make them grow?
8. What should we do before we cross the street?
9. Why are matches dangerous to play with?

Who can answer the greatest number of these questions correctly?

43. Study of a Poem

SHADOW MARCH

All round the house is the jet-black night:
It stares through the window-pane;
It crawls in the corners, hiding from the light,
And it moves with the moving flame.

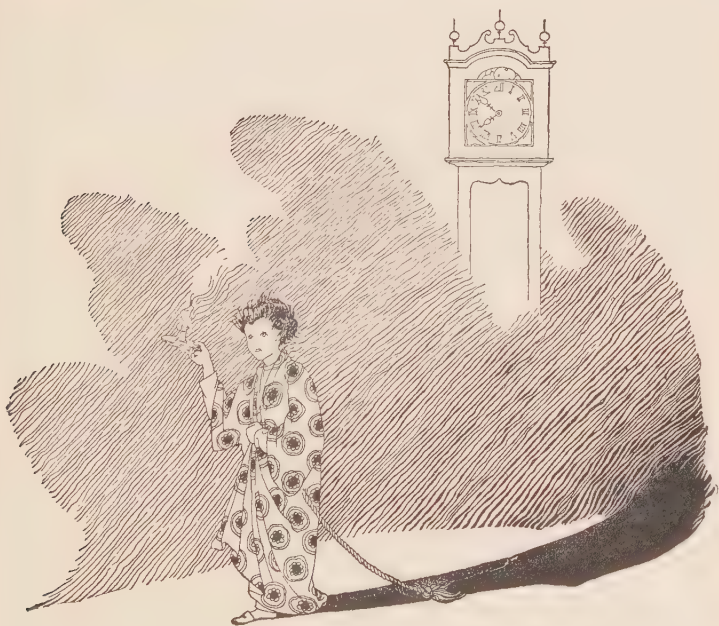
How my little heart goes a-beating like a drum,
With the breath of the Bogie in my hair;
And all round the candle the crooked shadows come
And go marching along up the stair.

The shadow of the balusters, the shadow of the lamp,
The shadow of the child that goes to bed—
All the wicked shadows coming, tramp, tramp, tramp,
With the black night overhead.

ROBERT LOUIS STEVENSON

This poem was written by Robert Louis Stevenson, who wrote many lovely poems for boys and girls to read.

When you were in the second grade, you read some of Stevenson's poems. Do you remember



“ My Shadow,” “ The Swing,” “ The Cow,”
“ Bed in Summer,” and “ The Moon ”? Can you
say any of these poems to your class?

Learn this poem so that you can say it without
looking at the book.

When you tell about “the wicked shadows coming tramp, tramp, tramp,” make your voice sound like soft shadow footsteps.

44. Using *I am not* and *It isn't*

Read these sentences aloud:

1. I *am not* going home yet. It *isn't* time to go.
2. I *am not* going to skate to-day, because the weather *isn't* pleasant.
3. The baby *isn't* old enough to walk. I *am not* going to lift him because he is too heavy for me.
4. I cannot find his rattle. It *isn't* on the floor.
5. It *isn't* time for bed just yet. I *am not* going to bed until Mother tells me to go.
6. I *am not* going to cross the street until the policeman stops the cars.
7. I *am not* going to get off the trolley car until it stops.
8. I *am not* going to throw papers on the streets.
9. My teacher says it *isn't* safe to play ball in the street.

Of course, we wish to speak correctly, so we will always remember to use *am not* and *isn't* instead of *ain't*.

ORAL EXERCISE

Make up four sentences using *isn't* correctly, and tell them to the class.

Make up four sentences using *I am not* correctly, and tell them to the class.

45. Playing a Story

THE BUYING OF MANHATTAN ISLAND

Three hundred years ago a ship set sail from Holland for America. On this ship were thirty families, one hundred and ten people in all. They were coming to the new land to find freedom and fortune. When the ship reached the New World, these thirty families landed and set out to make homes for themselves. Some of the families stayed on Manhattan Island and built homes there. They made a tiny Dutch village where New York City now stands.

For three years the Dutch lived on the island of Manhattan, without wondering whether it was right or wrong for them to live on land which didn't belong to them. Then Peter Minuit, a wise and good man, was made governor. He said that the island of Manhattan belonged to the Indians and that the Dutch could not call it theirs until they had paid for it. So he sent to the Indians who lived on the island and asked them to sell the land to him. A bargain was made, and the Dutch bought the whole island for twenty-four dollars worth of beads, ribbons, knives, and blankets. Now Manhattan Island holds one of the largest and richest cities in the world.

Looking about our great city to-day, we would never think it had once been meadows with a tiny village at

its lower end, and cows and sheep grazing about on its open land.

Would you like to play this story? Some of the class may be the Dutch people and some may be Indians. Who will play Peter Minuit? What will Peter Minuit tell the Dutch people? What will he ask the Indians? What will the Dutch pretend to give the Indians? How do you think the Indians will look when they are given the beads, ribbons, and knives?

NOTE.—Use at this time the Review Lessons on page 88.

46. Telling a Story

Be ready to tell your class a few good sentences about one of the following titles.

Make your sentences tell something that the class will like to listen to.

Our recess	How to make soap bubbles
A grocery store	What we do on Hallowe'en
Jack Frost	What the sign "Exit" means
The valentine I made	What I saw at a fire
Thanksgiving Day	A trip to Coney Island

When you have told your story to the class, they will tell you whether you stood straight and spoke clearly. They will tell why they liked the story.

WRITTEN EXERCISE

Write a short paragraph telling the story that you told in class. Be careful to write the paragraph correctly. Begin each sentence with a capital. Put a period after each sentence.

47. Sentence Study

I. Make the following sentences complete by putting words in the blanks:

1. Please hand me —.
2. — and — make six.
3. I — a song.
4. — closed the window.
5. I heard the whistle of —.
6. I — a picture on the —.
7. Louise threw —.
8. Susie ran — the street.
9. The boys — the book to me.
10. I studied — —.

II. Finish these sentences:

1. When I left the house this morning —.
2. The postman gave me —.
3. Last night I played —.
4. My teacher told the boys —.
5. My sister has a —.
6. The girl next door gave —.
7. While I was waiting for school to open —.
8. My father has gone —.



48. Study of a Picture

The children in the picture on page 68 are playing a game. What game do you think they are playing?

How many little boys are playing the game? How many girls do you see?

Why do you think the boy in the center of the circle is blindfolded? What is he trying to do?

Where do you think the children in the picture are playing?

Which of these words tell how the children look?

sad	gay	angry
merry	jolly	timid
afraid	cross	happy
noisy	cool	tired

A PICTURE GAME. Everyone in the class must look at the picture for one minute, or until your teacher says "Ready." Now close your books and see how many things you remember which you saw in the picture. You may say,

I saw a little boy with a handkerchief tied over his eyes.

I saw a girl who was barefoot.

The pupil who remembers the most things wins the game.

49. The Game of Finding Names

Do you like to find names for things? Most boys and girls have great fun finding names for their pets and their dolls. Would you like to play a game of "Finding Names"?

I	II	III	IV
robin	flower	horses	animals
dog	girl	apples	flowers
Tom	bird	roses	fruit
pansy	boy	potatoes	pets
Anna	poem	kittens	buildings
"The Tree"	pet	houses	vegetables

Take the first word in column I—*robin*. Find in column II a word that goes with *robin*. You can easily tell that it is *bird*. Now make a sentence about these two words, using *is*. Like this,

The robin *is* a bird.

Match up the other words in columns I and II. Make sentences about the words, using *is* in each sentence.

Do the same thing with columns III and IV. This time be sure to use *are* in your sentences instead of *is*.

50. Troublesome Sounds

I. Read these words aloud. Your teacher will tell you if you say them correctly.

fishing	barking	speaking
reading	thinking	finding
singing	seeing	sounding
shouting	hearing	throwing

II. THE GAME OF ACTING WORDS. Your teacher will write these words on the blackboard:

clap	draw	read	bow
cry	jump	run	kneel
hop	laugh	skip	sing
count	whistle	write	call

Each child in the class will act one of the words that is written on the blackboard. The class will ask, "What were you doing?" and the pupil will tell what he did. For instance,

John claps his hands.

CLASS: What did you do, John?

JOHN: I *was clapping*.

51. A Game with Pictures

Would you like to play a game with pictures? Each pupil may choose one of the articles in the list on page 72. Draw a picture of the thing you choose, but do not let anyone see what you are

drawing. Make a very simple picture and draw as quickly as you can.

a bird	a girl	a leaf
a cat	a star	a dog
a man	an apple	a daisy
a house	a rabbit	a tree

When everyone in the class has finished his picture, you will be ready to play the game. Hand your picture to the teacher. She will give you a picture that someone else has drawn.

The teacher will ask, "Mary, what have you?" If Mary has a picture of a house, she will say, "I have a house."

The teacher will then ask another pupil, "Jane, have you a house?" Perhaps Jane has a picture of a bird, so she will say, "No, I haven't a house. I have a bird."

52. Playing a Story

THE BELL OF ATRI

I

Long, long ago, in the little town of Atri there lived a good and kind king. This king was very happy, and he wanted everyone in his kingdom to be happy, too. One day he called all the people of the town together.

"I am going to hang a bell above the fountain in the market place," said he. "If a wrong has been done to you, or if you are being treated unjustly, come to the

market place and ring the bell. Then the judge will come out, hear your case, and right your wrong. I want everyone in my kingdom to be happy."

So the king hung a large bell above the fountain in the square, while all the people looked on.

"Our king is a good and just king," said all the people. "Hurrah for the king!"

The bell hung in the market place for many years. It saw many wrongs righted and many people made happy. In fact, so many people rang the bell that its rope grew old and frayed. A passer-by, noticing that the rope was wearing away, stopped one day to mend it. He wove some bits of vine into the old rope.

II

One hot summer afternoon the town was startled by the loud ringing of the bell. "Ding-dong, ding-dong." The people came running to the market place. They saw the judge standing near the fountain, patting an old, hungry-looking horse who was nibbling at the vine in the bell-rope.

"It is the knight's old horse who is asking for justice," a young man cried. "The old horse has served his master faithfully for many years. Now the knight has turned him out because he can serve him no longer. Give him justice."

"Give the horse justice," the people shouted.

The judge ordered the knight to come before him.

"Has not this horse served you well these many years? Now you turn him out because he can no longer be of use to you. You have done a great wrong.

I order you to take the old horse home and to feed and care for him as long as he lives. Dumb animals, as well as men, deserve kindness and justice."

So the old horse ended his life peacefully and happily, and the bell brought justice not only to men, but to animals.

Listen while your teacher reads this story aloud. Then read the story to yourself so carefully that you can answer these questions:

1. Why did the king hang the bell in the market place?
2. What did he say would happen when the bell rang?
3. Why did the rope grow old and worn?
4. How did the horse ring the bell?
5. How had the horse been treated unjustly?
6. What was the judge's order to the knight?

The words in column I are in the story of "The Bell of Atri." Find words in column II which mean the same as the words in column I.

I	II
unjustly	big
hear	fair
large	fix
just	seeing
noticing	eating
mend	unfairly
startled	work for
nibbling	listen to
serve	alarmed

The story of " The Bell of Atri " would make an interesting play. You may choose children to be the king and the judge. Who else will be needed for your play? The whole class may tell what the people in the story said.

53. The Game of Missing Words

I. The teacher will write the following sentences on the board:

1. The girls —— playing.
2. The boys —— reading.
3. The swing —— broken.
4. The house —— gray.
5. John —— promoted.
6. The flowers —— faded.
7. The papers —— collected.
8. The city —— large.

A pupil is chosen to go to the board. He writes the missing word in the first sentence and then reads the sentence. When he has finished, he turns to the class and asks, " Anna, is that right?" If it is right and Anna says it is right, she goes to the board and writes the missing word in the second sentence. If Anna does not know whether the first sentence is right, the boy at the board calls on someone else.

II. Read the following sentences, putting *was* and *were* in the blanks. Remember that *was* is used with only one, and that *were* is used with more than one.

One day last week we went to the beach. It — a hot day. The sun — shining and the sand — hot, but the water — cold. On the beach there — a merry-go-round. There — many children riding on it. We took off our shoes and stockings and waded in the water. My little sister — afraid of the waves. When we went home, we — very tired.

54. Study of a Poem

ARIEL'S SONG

Where the bee sucks, there suck I:
In a cowslip's bell I lie;
There I couch when owls do cry.
On the bat's back I do fly,
After summer merrily:
Merrily, merrily, shall I live now
Under the blossom that hangs on the bough.

WILLIAM SHAKESPEARE

How do you know that this is a fairy's song?
How big is a bee? Into what kind of flower
could he creep?

How big do you think a fairy is?

What is a bat?

What would you see if you could ride on a bat's back?

When do bats and owls fly?

Why do you like this little fairy song?

55. Asking Someone to Do Something

This is the way a little boy in the third-year class asked his mother to come to a May party.

Next Friday afternoon at two o'clock our class is going to have a May party. Will you come to our party?

What does the little boy's first sentence tell? What does his second sentence ask?

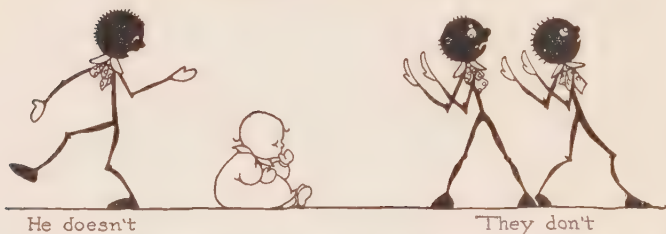
Ask someone whom you know to do something. What will your first sentence be about? What will your second sentence ask? Perhaps you will ask one of the people in column I to come to one of the parties in column II.

I

your mother
your sister
your aunt
your father
your uncle
your grandfather

II

An Arbor Day program
A Lincoln's Birthday party
A Christmas entertainment
A Thanksgiving Day play
A Washington's Birthday party
A Fourth of July entertainment

56. Using *Doesn't* and *Don't*

1. This little brownie *doesn't* put his fingers in his mouth.

2. Those brownies *don't* put their fingers in their mouths.

How many people does the first sentence tell about?

How many people does the second sentence speak of?

We use *doesn't* when we speak of **one** and *don't* when we speak of **more than one**.

3. I *don't* put my fingers in my mouth.

4. I hope you *don't*.

Don't is always used with *I* and *you*.

ORAL EXERCISE

I. Make up three sentences telling something your brother or sister *doesn't* do. Begin your sentences with "He *doesn't* ——" or "She *doesn't* ——."

II. Make up three sentences telling something your father doesn't do. Begin your sentences with "My father doesn't ——."

III. Make up three sentences telling something the children in your school don't do. Begin each sentence with "They don't ——."

IV. Make up three sentences telling something you don't do. Begin each sentence with "I don't."

57. Telling a Story

I. Tell a story of three or four sentences about one of the following:

1. A dog—a bone—his shadow
2. Scissors grinder—bell—knives
3. Candy—boy—dentist
4. Girl—cent—bank
5. Boy—stray dog—school
6. Elephant—zoo—peanuts
7. Snow man—boys—balls
8. Sheep—pasture—grazing

II. Write the story that you told. Start your story with an interesting sentence.

Where will you use capitals?

Where will you use periods?

Where will the first line of your paragraph begin?

58. Review of Troublesome Sounds

I. Who can say all of these words correctly?

see	tree	river	angry
bang	pray	have	sung
play	free	stay	feel
frock	hang	clay	sleep
verb	fell	sheep	form
voice	from	wheeling	these
friend	brave	sprang	calling

II. Read the following paragraph aloud:

It was a warm summer's day when I arrived at Waverly. The flag floated and fluttered on the staff. The sheep in the pasture slept in the shade of the trees, while the angry river dashed against the rocks. I heard the voices of children who were playing in the gardens, calling to someone. I saw my friend walking with a little girl who was wheeling a doll carriage. It was a place full of peace and free from worry.

59. Using *Bought*, *Drew*, and *Wrote*

I. Read these sentences:

1. This little girl *bought* some candy.
2. She *bought* a bag of gum drops.
3. Her cousin *drew* a pretty picture.
4. He *drew* a picture of a house.
5. He *wrote* a letter to his mother.
6. He *wrote* four sentences.

II. Make up two sentences about each of the following:

1. Tell what the little brownie wrote.
2. Tell what the little brownie bought.
3. Tell what the little brownie drew.



She wrote



She bought



He drew

III. Use *bought*, *drew*, and *wrote* in the blanks in these sentences:

1. Hazel — a letter to her grandmother.
2. She — a picture of her new hat.
3. Her mother — the hat at a small store.
4. She — a coat for Hazel, too.
5. Hazel's grandmother — and told Hazel that she liked the new hat.
6. If I — a picture of a rabbit, could you copy it?
7. The brownie — two sentences on her paper.
8. She — a stick of candy at the store.
9. She — a pencil box at the store, too.
10. This brownie — a picture of a flower.

60. The Pledge of Allegiance

I pledge allegiance to the flag of the United States and to the Republic for which it stands, one nation indivisible, with liberty and justice for all.

This is the pledge which you say when you salute the flag in your school assembly. The pledge is not very long, but it means a great deal.

Each time you say the pledge, you promise to be loyal to the American flag and to the United States of America. You say that you will try to be a good citizen. You promise to do your duty to the flag and to your country, for the flag stands for your country, the United States of America.

How can boys and girls show that they are good citizens of our great country? What can they do for the flag?

Learn the Pledge of Allegiance if you do not already know it. Whenever you say it, think what it means, and what you are promising to do.

NOTE.—Use at this time the Review Lessons on page 91.

GENERAL REVIEW AND TEST

First Review

I. Write sentences that tell something about these groups of words:

1. Clock—struck—twelve.
2. Cinderella—lost—slipper.
3. Coach—turned—pumpkin.
4. Horses—changed—mice.
5. Prince—found—Cinderella.
6. Cinderella—lived—palace.

Write questions about each of these:

Santa Claus	a poem
Thanksgiving	vacation
The Fourth of July	your birthday

II. Your teacher will write this story on the board. Study it carefully. Notice where each sentence begins and ends. Notice the capitals, periods, and question marks. When you have finished studying the story, your teacher will erase it. Then she will dictate the story for you

to write. Try to make your story as much like the one on the board as you can.

Tommy ran away. A policeman brought him home. Do you think Tommy will run away again?

III. Use the correct word, *is* or *are*, in the blanks in these sentences:

1. The boys —— going swimming.
2. They —— waiting for the car.
3. That car —— not going to the beach.
4. The water —— rather cold.
5. The boys —— not afraid.
6. They —— good swimmers.

IV. Answer each of these questions, using the little word *I* in your answer. You may say “It is *I*,” or “It isn’t *I*.”

1. Who sits on the front seat?
2. Who is the smallest girl in the room?
3. Who is the tallest pupil in the room?
4. Who has a long pencil?
5. Who likes to read stories?
6. Who likes to look at pictures?
7. Who wears a red ribbon?
8. Who wears brown shoes?

V. Use *rang* or *sang*, *rung* or *sung* in the blanks in this story:

When the bell ——, everyone went to the assembly hall. One little boy did not know that the bell had ——. He had to wait outside until the first song was ——. The boys and girls —— some pretty songs. They have —— them many times this year. The visitors thought they —— very well. Another bell —— and the pupils marched to their classrooms.

VI. Be ready to tell the class the story that you like best of the stories you have read in this book.

Second Review

I. Read these sentences aloud slowly and carefully:

1. I caught five fine fish.
2. My cousin Vera lives on Fifteenth Street.
3. The elves tried to find their cave.
4. The west wind came in at the wide windows.
5. Play with all your might and you will win the game.
6. Last Wednesday we waded in the widest part of the brook.

II. Use the correct word, *was* or *were*, in the blanks in these sentences:

1. The tortoise —— afraid to be left alone.
2. The ducks —— her friends.
3. She —— sad when they said they —— leaving.
4. They —— kind to the tortoise.
5. The men and women —— surprised to see the tortoise.
6. The ducks —— sorry when the tortoise fell.
7. She —— not able to hold her tongue.

III. Write these sentences correctly, using capitals, periods, and question marks where they belong:

1. the fox invited the crane to dinner
2. what did he serve
3. the crane was polite
4. the fox came to have dinner with the crane
5. he was very hungry
6. what did the crane have for dinner
7. why did the fox have to go away hungry
8. he went sadly home

IV. Use these words in the blanks in this story:

broke

tore

was

saw

Yesterday — a sad day for the twins, Jimmy and Jane. Jimmy — his mother's blue vase. He — very sorry. He had to stay in the house while Jane — the parade. Jane climbed on a post when she — the parade coming. She — her new dress. Then she — sorry, too.

V. Write these groups of words so that they make sentences. With each group of words, you can make one sentence that tells something and one sentence that asks a question.

1. is blue sky the
2. kitten your gray is
3. was horn Boy Blue his blowing
4. Miss Muffet afraid of spider the was
5. a was she princess real

VI. Be ready to tell the class a fable that you have read this year.

Third Review

I. These sentences will make a little story if they are written in the right order. How would you change them? Which sentence must come first?

He did not have any nuts.

Sport felt very much ashamed.

Mother Squirrel told her children to gather nuts.

Sport played instead of obeying his mother.

Write the story in the form of a paragraph. Where will you begin the first line?

II. Make sentences with the words in these two columns. Use *have* or *has* in your sentences, like this:

The boy *has* a baseball.

I

boy
girls
lady
principal
teacher
girl
children
boys

II

large desk
office
playground
new dresses
playthings
pair of gloves
baseball
jumping rope

III. Find all the words in this rime that end in *ng*. Read the rime aloud, slowly and clearly, saying each word correctly.

The king was in his counting-house,
Counting out his money.
The queen was in the parlor,
Eating bread and honey.
The maid was in the garden,
Hanging out her clothes.
Along came a blackbird
And snipped off her nose.

Make up sentences using each of these *ng* words:

sing	rang	strong
ring	sang	wrong

IV. Place these words so that they make sentences. Write the sentences, using capitals, periods, and question marks correctly.

1. have we window-box a
2. it in classroom our is
3. our teacher seeds brought the
4. we them planted
5. soon tiny plants green up came
6. fast grew very they
7. we flowers pretty soon very have some will
8. would you to see our like window-box

V. Think of something you can see in your classroom. Make up three sentences about it. Use "*It isn't*" in each sentence. You may say

I am thinking of a pencil.

It isn't long.

It isn't on the teacher's desk.

It isn't very sharp.

Make up two sentences about yourself. Use "*I am not*" in each sentence. You may say

I am not very tall.

I am not in the second grade.

VI. Make believe you have been walking down the street in Mother Goose village. Tell the class a story about one of the people whom you met.

Fourth Review

I. Use *is* or *are* in these sentences:

1. To-morrow —— my birthday.
2. I am glad it —— in June.
3. Ten boys and girls —— coming to my party.
4. Eight of them —— in my class.
5. The other two —— my cousins.
6. I hope it —— a pleasant day.

II. Use *was* or *were* in these sentences:

1. The old horse —— pulling the rope.
2. The people —— surprised to see him.
3. The men —— angry at the knight.
4. The knight —— cruel to his horse.
5. The men and women —— glad to hear the judge's order.
6. The knight —— sorry he had been unkind to his faithful friend.

III. Be ready to say from memory one poem you have learned this term. You may choose the one you like best.

IV. Make up sentences using the words in column I with some of the groups of words in

column II. Use *doesn't* or *don't* in each sentence, like this:

A boy *doesn't* play with dolls.

- I

boy

babies

girl

fish

dog

birds

kitten

rabbits

II

talk plainly

play with dolls

walk on the shore

eat meat

swim in the water

like dogs

hammer nails

fly with wings

V. Use these words in the blanks in this story:

bought

wrote

drew

was

Donald's mother sent him to the store. She —— a list of the things she wanted. Donald waited while his mother —— the list. Then he called his dog Carlo. Carlo —— a big dog and he —— a little red cart. Together they went to the grocery. It —— not far. They —— apples and oranges. They —— sugar and butter. Donald —— a stick of candy for himself. The grocer put all the things into the cart, and Donald and Carlo —— them home.

VI. Make sentences of these words. Write the

sentences, using capitals, periods, and question marks correctly.

1. do know you how salute to flag the
2. we it do every morning our school in
3. we learned have say to pledge the allegiance of
4. you can it say
5. American I am
6. proud of I country am my
7. loyal to country my be I will
8. my country United of States is America the

THIRD YEAR—SECOND HALF



1. Studying a Picture

Where are these boys playing?

What are they doing?

Do you think the boys are brothers or friends?

At what time of the year was this picture taken?

Perhaps it is vacation time and the boys are living at the beach for the summer. Perhaps it is a Saturday afternoon, and their mother or big brother has brought them to the beach for the day. Which do you think it is?

ORAL EXERCISE

Tell one of these stories to the class:

1. Pretend you are one of the boys in the picture. Tell about the fun you had one day at the beach.

2. Pretend you are the sister of one of these boys. Tell about the good time your family had at the beach one Sunday.

2. Sentence Study

I. Complete the following sentences by putting these words in the blanks:

sad
sheep

hurt
dog

threw

1. One day a little girl was out in the fields watching a shepherd with his —.

2. She asked, "Where is your —?"

3. The man said, "My — can't help me with the sheep any more."

4. "A cruel boy — a stone at him and — his paw."

5. The little girl was very —.

Now use these words in sentences 6-12:

knew	was	her	gentle
love	dog	bind	water
	see	became	

6. She went to —— the dog.
7. At first the —— was afraid of ——.
8. But she was so kind and —— that at last he let her —— his foot.
9. She bathed the paw with warm —— and bound it up.
10. The dog grew to —— her, for he —— she was his friend.
11. This little girl —— Florence Nightingale.
12. When she grew up, she —— a famous nurse.

II. Finish these sentences:

1. When Jane came home from school ——.
2. One morning Mother told Jane to ——.
3. It will be a great help to Mother if ——.
4. We shall go on a picnic to-morrow if ——.
5. If it rains ——.
6. My school is ——.
7. Our assembly is ——.
8. Jay-walking is ——.
9. We should each drink ——.
10. Do not break ——.

3. Writing a Letter

Allen and Jack are two little boys who used to live next door to each other. One summer Jack moved away to the country. On page 98 you will find the letter Allen wrote to Jack the next fall.

Dear Jack,

I am promoted. I am in the 3B class.
What class are you in?

Your loving friend,
Allen

How do you know who wrote this letter?

To whom did Allen write the letter?

You will see that the first word in the letter, *Dear*, begins with a capital.

Read the line above Allen's name. This is called the **close** of the letter. Notice that the first word in the close of the letter, *Your*, begins with a capital.

A little mark called a **comma** is written after the name of the person to whom the letter is written.

A comma is written after the word *friend* in the close of the letter.

Notice that the first line of the main part of the letter begins farther to the right than the other lines, just as the first line of every paragraph does.

WRITTEN EXERCISE

I. Copy Allen's letter to Jack. Be sure to write it just as Allen did.

II. Choose one of these letters that you would like to write. Think of what you would like to say in the letter. Perhaps your teacher will write it for you on the board.

1. A letter to your cousin, telling her about a story you have read in school.

2. A letter to your mother, asking her to come to a valentine party your class is giving.

3. A letter to your uncle, telling him about your new skates.

4. Writing Paragraphs

Read this sentence:

Here are two crayons.

Think of another sentence which will tell something about the crayons. Now think of a third sentence which will tell something more about them.

Perhaps your sentences will be like these:

Here are two crayons.

One is red and one is blue.

If I have white paper, I can draw a flag on it with my crayons.

These sentences may be written as a paragraph because they all tell about the crayons.

You may use one of the sentences below as the first sentence in a paragraph. Make up two more sentences. Write the three sentences in paragraph form.

1. Our class has learned a new song.

(What is the name of the song? What does it tell about?)

2. Our teacher read us an interesting story yesterday.

(Name the story. Why was it interesting?)

3. I like to go to the beach.

(When do you go? Why do you like to go?)

4. Our school went on an excursion last week.

(Where did you go? What did you do?)

5. All children like birthday parties.

(What do you do at parties? Why do you like to go?)

5. The Game of "See-Saw"

To play this game, two rows of pupils stand facing each other. When you are standing, you may pretend that you are on one end of a see-saw. The boy or girl who faces you in the other row is on the other end. You make your end of the see-saw go down by giving a sentence using the word *see*. You might say one of these sentences:

I *see* a flower.

I *see* a pencil.

I *see* a blue dress.

Now the child on the other end of your see-saw will make his end go down. He does this by repeating the sentence you have made, using *saw* instead of *see*. He may say

I *saw* a flower.

I *saw* a pencil.

I *saw* a blue dress.

If anyone says *seen* instead of *saw*, he must leave the line. Before he can take his place on the see-saw again, he must stand in front of the class and give four sentences using *saw* correctly.

6. Telling a Story

THE EAGLE AND THE BEAVER¹

Out of the quiet blue sky there shot like an arrow the great War-eagle. Beside the clear brown stream an old Beaver-woman was busily chopping wood. Yet she was not too busy to catch the whir of wings, and the Eagle reached too late the spot where she had vanished in the midst of the shining pool.

He perched upon a dead tree near by and kept his eyes steadily upon the smooth sheet of water.

¹ From *Smoky Day's Wigwam Evenings* by Charles A. Eastman and Elaine Goodale Eastman. Copyright, 1909, by Little, Brown and Company.

After a time the water was gently stirred, and a smooth brown head appeared above it.

"What right have you," scolded the Beaver-woman, "to disturb thus the mother of a peaceful and hard-working people?"

"Ugh, I am hungry," the Eagle replied crossly.



"Then why not do as we do—let other folks alone and work for a living?"

"That is all very well for you," the Eagle answered, "but not everybody can cut down trees with his teeth, or live upon bark and weeds in a mud-plastered wigwam. I am a warrior, not an old woman!"

"It is true that some people are born trouble-makers," replied the Beaver quietly. "Yet I see no good reason

why you, as well as we, should not be content with plain food and be willing to toil for what you want. My work, moreover, is of use to others besides myself and family, for with my dam-building I deepen the stream for the use of all the dwellers, while you are a terror to all living creatures that are weaker than yourself. You will do well to follow my example."

So saying, she dove down again to the bottom of the pool.

The Eagle waited for a long time, but he saw nothing more of her. In spite of the fact that he looked down upon the harmless industry of an old Beaver-woman, it was he, not she, who was obliged to go hungry that morning.

This is an Indian fable which the story-tellers in Indian villages used to tell the little Indian boys and girls while they sat close about the fire on winter evenings.

While you were reading the story, did you notice that the animals in Indian tales talk and laugh and act like the Indian people?

Hiawatha's grandmother probably told this story to her little grandson. Perhaps when Hiawatha was a man he told the same story to his boys and girls.

Can you tell the story of "The Eagle and the Beaver" to your class? Make your sentences short, and be sure to speak clearly.

7. Letter Writing

Dear Aunt Mary,

Chew-Chew came to visit our school. He is the health clown. He told us to drink three glasses of water a day. He juggled apples to make us laugh.

Your loving nephew,

Tommy

Who wrote this letter?

To whom was it written?

What mark did Tommy put after Aunt Mary's name?

What does the first sentence in Tommy's letter say?

What else does he tell his aunt?

Do you think Aunt Mary was glad to get Tommy's letter? Why?

WRITTEN EXERCISE

I. Copy Tommy's letter exactly as it is written.

II. Write a letter to someone you know, telling what you did on your last holiday.

8. Troublesome Sounds

I. When you say words which begin with *wh*, remember the *h* that goes with the *w*. Do not say only the *w* sound. Give each word its full sound.

Pretend that there is a feather on this page. Now blow the feather off the page. While you are blowing, say these words:

while	why	what
when	which	where

II. Read the following sentences carefully:

Mr. Wind, tell me please, where are you going? What do you do? When do you play? Where do you go? Why do you moan while passing by? Which way will you go?

Write on the board the *wh* words you have just pronounced.

III. Read these sentences slowly. Be sure to say the *wh* words correctly.

1. What shall I do while you are out?
2. When shall I go?
3. Which cake will you have?
4. What do you want?
5. Where are you going?

9. Telling a Story

Next door to our house is a hen who has stolen four little kittens from a cat. The little kittens meow, and the old hen clucks to them. They come and get under her wings. The hen lets the mother cat touch the kittens, but she doesn't allow anyone else to go near them.

This is the story a little girl told her class.

When the hen clucks, what do the kittens do?

Why doesn't the hen let anyone come near the kittens?

The name of a story is called the **title**.

Which of these titles for this story does your class like best?

A Mother Hen

A Strange Mother

Stolen Kittens

The Hen's Adopted Children

ORAL EXERCISE

Be ready to tell the class a story about your own pet or about one of these pets:

A lost kitten

A homeless puppy

A pigeon whose wing is broken

A sparrow that couldn't fly

Tell your story in three or four sentences. Make your first sentence tell what the story is to be about.

WRITTEN EXERCISE

The class may choose three boys or girls to write their stories on the blackboard. Choose the pupils whose stories you liked best. What title will you give each of the stories?

10. Study of a Poem

When Robert Louis Stevenson was a little boy, he was not strong as most boys and girls are. He could not run and play games outdoors as you do, so he made up quiet games of make-believe which he played by himself. When he grew to be a man, he wrote poems about the games he had played when he was a little boy. This poem is about one of the games he played.

THE LAND OF STORY-BOOKS

At evening when the lamp is lit,
Around the fire my parents sit;
They sit at home and talk and sing,
And do not play at anything.

Now, with my little gun, I crawl
All in the dark along the wall,
And follow round the forest track
Away behind the sofa back.

There, in the night, where none can spy,
All in my hunter's camp I lie,
And play at books that I have read
Till it is time to go to bed.

These are the hills, these are the woods,
These are my starry solitudes;
And there the river by whose brink
The roaring lions come to drink.

I see the others far away
As if in firelit camp they lay,
And I, like to an Indian scout,
Around their party prowled about.

So, when my nurse comes in for me,
Home I return across the sea,
And go to bed with backward looks,
At my dear land of Story-Books.

ROBERT LOUIS STEVENSON

EXERCISE

I. Read the poem through carefully.

Then pretend that you are the little boy in the poem. Tell the class about the game.

First see if you remember the answers to these questions:

1. What happens at home when night comes?
(Think of lamp—fire—talk.)
2. What do you do? Where do you go?
3. What kind of game do you play?

4. Tell about all the make-believe places you see.
5. When you pretend you're a scout, what do you do?
6. Why don't you want to go to bed?

II. The poem tells *where* Robert Louis Stevenson played, *when* he played, and *what* he did.

When you tell a story, tell *where*, *when*, and *what* happened. It is easier to tell a story if you think of these three things before you begin.

Tell the class about some game you play. Remember to tell where you play, when you play, and what you do.

11. The Four Seasons

You all know how many seasons there are in the year. Can everyone in the class name them correctly? They are spring, summer, autumn, and winter. Sometimes we use another name for autumn. We call it "fall," for it is the season when the leaves on the trees fall to the ground.

Read this little poem about the seasons:

January snowy, February flowy, March blowy;
April showery, May flowery, June bowery;
July moppy, August croppy, September poppy;
October breezy, November wheezy, December freezy.

RICHARD B. SHERIDAN

How many months are there in a year?

How many months are there in each season?

The months of spring are March, April, May.



The months of summer are June, July, August.

The months of autumn are September, October, November.

The months of winter are December, January, February.

ORAL EXERCISE

I. Look at the pictures on these two pages. What season does the first picture tell about? What games do you play in this season?

What season does the second picture tell about? What games do you play in this season?

Tell the name of the other two seasons. Tell what you do in each.

What kind of clothes do you wear in each of these seasons?

Be ready to tell the class something that you do in one of the seasons. Let them guess which season you are talking about.



II. Fill the blanks in these sentences:

1. May comes in the season of —.
2. January is a — month.
3. September comes in the —.
4. The second month of winter is —.
5. July is a — month.

12. Asking Permission

Does the word *throw* make you think of *ball*?
Here are some words that seem to belong together.
We will make up questions about them.

throw — ball
fly — kite
jump — rope
study — spelling
read — book
draw — picture
write — blackboard

use — pen
open — door
close — door
open — window
collect — papers
sharpen — pencil
ask — question

Each child will make up a question using "*May I*" with one of the above groups of words. For example,

throw—ball: "*May I* throw the ball?"

The class will answer, "*You may* throw the ball." Then the child acts out the sentence by pretending to throw the ball.

13. Playing a Story

LITTLE IDA'S FLOWERS

I

"My poor flowers are dead," said little Ida. "They were so pretty yesterday, and now all the leaves are hanging down quite withered."

"Don't you know what is the matter with them?" said the student. "The flowers were at a ball last night, so it is no wonder they hang their heads and are tired."

"Where do the flowers dance?" Ida asked.

"Have you not often seen the large castle outside the gates of the town, where the king lives in summer, and where the beautiful garden is full of flowers? Well, the flowers have balls there."

"I was in the garden out there yesterday with my mother," said Ida, "but all the leaves were off the trees, and there was not a single flower left. Where are they? I used to see so many."

"They are in the castle," replied the student. "As soon as the king and all the court are gone into town,

the flowers run out of the garden into the castle, and you should see how merry they are. The two most beautiful roses seat themselves on the throne. They are called the king and queen. Then all the red cockscombs stand on each side and bow; these are the lords-in-waiting. After that, the pretty flowers come in and there is a grand ball."

II

When Ida had gone off to bed, she thought over the student's story of the flowers. Her doll, Sophy, lay in the dolls' bed, and little Ida said to her, "You must get up, Sophy, and lie in the drawer to-night. The poor flowers are ill. They must lie in your bed."

After a while Ida heard soft music. She crept out of bed, went to the door, and looked into the next room. Oh, what a splendid sight there was! All the hyacinths and tulips stood in two long rows down the room, and the flower-pots were all empty. The flowers were dancing gracefully on the floor, making turns and holding each other by their long green leaves. At the piano sat a large yellow lily, which Ida was sure she had seen in the summer. Then she saw a large purple crocus go up to the dolls' bedstead and draw back the curtains. The sick flowers got up and nodded to the others as a sign that they wished to dance. They did not look at all ill now, but jumped about and were very merry.

Into the room came two lovely roses, with little golden crowns on their heads; these were the king and queen. Beautiful hollyhocks and carnations followed,

bowing to everyone present. Large poppies and peonies came next, carrying peashells for instruments, blowing into them until they were quite red in the face. The bunches of blue hyacinths and the little white snowdrops jingled their bell-like flowers, as if they were real bells. Then came many more flowers—blue violets, daisies, and lilies-of-the-valley. They all danced together and kissed each other. It was very beautiful to behold.

When they stopped dancing, Ida went back to bed. In the morning she ran to look at her flowers. They were quite dead. She could not help thinking that they had danced too much while they were sick.

HANS CHRISTIAN ANDERSEN (*abridged*)

I. Do you think Ida really saw the flower ball? Give reasons for your answer.

How many of the flowers at the ball can you name?

How many different colors were there among the flowers?

Do you know what all these flowers look like? Perhaps your teacher will draw on the blackboard some of those which you do not know.

II. You may play the story of "Little Ida's Flowers." This will be a good play for an Arbor Day program or for May Day. One pupil may take the part of Ida, and one may be the student. Others may be the flowers.

14. Finding the Sentence

A sentence is hidden in each line below. As the lines are printed here, they are just groups of words. We must find the complete thought in each line. For instance,

it yesterday hard rained: It rained hard yesterday.

When you have found the complete thought, write the sentence.

What mark will you put after each sentence? How will you begin each sentence? Be sure your writing is as clear as you can make it.

1. in begin the grow to spring flowers the
2. near school the live I
3. anything see I cannot night at
4. month comes Christmas the in December of
5. books Lincoln loved Abraham
6. large a very New York is city
7. Columbus that earth thought round the was
8. him people at laughed
9. he crazy said was they
10. showed them he right that was he

15. Troublesome Sounds

Pronounce the following words very slowly and carefully. Do you say each of them correctly?

such across handkerchief yesterday

I. Read these sentences aloud, putting one of the above words in each blank. Be sure you speak each word clearly and correctly.

1. The ball rolled —— the sidewalk.

2. It was —— a rainy day that we had to play in the house.

3. Mother and I went to the circus ——.

4. Take a clean —— to school every day.

5. We had —— a good time at the seashore.

6. My aunt asked me to go —— the street to the baker's to get her some bread.

7. Each pupil in the room brought a clean —— to school to-day.

8. I could not come to school —— because I was ill.

II. Read this paragraph aloud. How many children in the class can pronounce each word correctly?

Yesterday Jack and I went to a birthday party. It was such a lovely day that we played games outdoors. While we were playing "Drop the Handkerchief," a puff of wind blew the handkerchief away. It sailed across the grass and across the garden. Jack ran after it. He had such a chase to catch it that he was out of breath when he came back.

NOTE.—Use at this time the Review Lessons on page 180.

16. Acting a Story

THE WOLF AND THE CRANE

A wolf had a bone in his throat, which hurt him very much. He ran up and down, begging every animal he met to help him. He told them that he would give a reward to the one who removed the bone.

A crane, who felt very sorry for him, put her long neck down the wolf's throat and drew out the bone. When she had laid the bone at the wolf's feet, she asked for the promised reward.

The wolf, grinning and showing his teeth, answered, "Ungrateful creature, is it not enough that you have had your head in a wolf's mouth and brought it out safe?"

This story tells about animals that talk. What do we call stories like this?

What did the wolf promise to give to the animal who removed the bone?

Do you know what a crane looks like? Perhaps you can find a picture of a crane in your reader.

Ungrateful means *not thankful*. Why did the wolf call the crane an *ungrateful creature*?

It will be fun to play this fable. Before you begin to play it, think what the wolf and the crane *did*. Then think what they *said*.

The story says that the wolf asked other animals to help him before the crane tried to help. What

other animals do you think he might have asked? Which will you choose for your play?

When the wolf begs the animals to help him, make him sound as if he wants the bone taken out of his throat more than he wants anything else in the world.

How will the wolf say the last sentence in the story?

What do you think the crane will do?

17. The Game of "Salesman"

The class may choose a pupil to be the salesman. He will sell one of the following things:

fruit	meat
vegetables	ice
candy	books
games	knives
kitchen spoons	lace

Your desk is your house. Each salesman may call at two houses, trying to sell something. Perhaps he chooses to sell fruit. He goes to Mary White's desk and says:

SALESMAN: Good-morning, Miss White. Is your mother at home?

MISS WHITE: No, she *isn't*.

SALESMAN: I am selling fruit. Do you think your mother would buy some fruit?

MISS WHITE: No, she *doesn't* need any fruit to-day.
(or She *doesn't* want any.)

The salesman may try to sell her one more thing before he moves on to the next desk.

The child at each desk must say that her mother *isn't* at home. Do not forget to say, "She *doesn't* need any."

18. A Guessing Game

I am made of straw. I am red and yellow. I am square like a box. I have a long handle. Can you guess what I am?

This is the way one little boy wrote about a basket. Could you guess what he was telling about?

The little boy told four things about the basket:

1. What it was made of.
2. What color it was.
3. What shape it had.
4. What special thing made it different from other articles.

Choose something in your classroom to tell about.

Your first sentence may tell what it is made of. What will the second sentence tell? The third? The last sentence?

Perhaps you will choose one of these:

a desk	an inkwell	a window
the blackboard	the teacher's chair	an eraser
a pencil	a picture on the wall	a flowerpot

If you are not sure what your article is made of, you may ask your teacher.

Be careful not to tell the name of the thing you have chosen. If you tell four things about your article, just as the little boy told about the basket, the class will soon guess what you are describing.

WRITTEN EXERCISE

Write the sentences you told the class in the guessing game. Be sure you write them in the form of a paragraph.

When you have finished, read your composition carefully. Did you spell every word correctly? Is your writing clear?

19. Study of a Picture

Look closely at the picture on page 121. Where do you think these girls are working? What are they doing?

Do you think this is a flower garden or a vegetable garden? What makes you think so?

What are the two girls with the watering pots waiting for?



What are the three girls in the center of the picture looking at?

ORAL EXERCISE

I. Describe the school garden which you see in the picture. Make everything so clear that your teacher would know the garden if she saw it.

II. Make believe you are one of the girls in the picture. Tell what you planted in your garden. Perhaps you would rather tell how you planted your garden.

20. Using Words Correctly

The little Good English brownies in this picture played hard one Saturday afternoon. They were



He was



They were

very hungry, so the brownie mother gave them their supper early. When the brownie father came home, they were eating —. (You may decide what you think they were eating.)

Make complete sentences which will answer these questions.

What *was* the one brownie eating?

What *were* the two brownies eating?

ORAL EXERCISE

I. Fill the blanks in the following sentences with *was* or *were*. Which of these words is used with one thing? Which with more than one?

1. The robin —— singing.
2. The brownies — — eating crackers and milk.
3. This brownie —— eating oatmeal.
4. The men —— late for work.
5. Three fish —— caught in the net.
6. The wind —— cold.
7. The boys —— playing ball.
8. Baby —— drinking her milk.
9. Our hands —— cold.
10. —— your sisters in school to-day?

II. Find the sentences above which tell about *one* thing. Change each of these sentences so it will tell about *more than one*. For example,

The *robin* *was* singing.

The *robins* *were* singing.

Now find the sentences that mean *more than one*. Change each of these sentences to mean *one*.

Be sure you fill the blanks correctly for these sentences.

21. Safety First

Study these Safety First rules. Every week should be Safety Week for school children, and for grown-up people, too. If boys and girls are always careful to obey these rules, there will be fewer accidents in our city.

SAFETY RULES

DO

1. Look both ways before crossing the street.
2. Wait for trolley cars inside safety posts or on the sidewalk.
3. Wait until the car stops before you get on or off.
4. Wait for the policeman's signal to cross the street.
5. Cross streets at the corners.

DO NOT

6. Do not roller skate in the street.
7. Do not play ball or tag in the street.
8. Do not take "hitches" on cars or wagons.
9. Do not play with fire.
10. Do not touch fallen wires or overhead wires.

ORAL EXERCISE

One row of pupils may stand. Each pupil in the row may tell one safety rule. Be sure to give a rule no one else has given.

The pupils in another row may stand. They may give sentences telling some safety rule they

will follow, so that every week will be Safety Week. For example,

I will not skate in the street.

I will cross the street at the corner.

Each pupil in the class must be able to tell one safety rule he or she will follow.

WRITTEN EXERCISE

Choose one of these:

1. Write a paragraph about "How I Can Make the Streets Safer." Perhaps you will tell two things you will not do, and two things you will do.

2. Write a letter to a country boy who is coming to live in the city. Tell three Safety First rules that he should follow in crowded streets.

When your paragraph or letter is finished, look it over carefully.

Have you put commas where they are needed? Did you end your letter correctly?

22. Troublesome Sounds

I. A BROWNIE MATCH. You may divide your class into two sides or teams. Each team may choose a name for its side. Perhaps one side will be the Whites and the other side the Blues. Let us see which team can first earn the right to draw a brownie on the board.

Your teacher will call on pupils from each team to pronounce the words in the following list:

every	apron	new	himself
hundred	February	Tuesday	something
umbrella	vegetables	whistle	diamond

When the first word is correctly pronounced, the leader of the team may draw the brownie's head on the blackboard. When the next word is correctly pronounced, an eye may be added. Then draw the other eye, mouth, nose, and so on, until the whole list is pronounced and the brownie is finished. See which team can finish its brownie first.

II. Read the following sentences aloud. Do you pronounce each word correctly?

1. A hundred white horses rode up to the wharf.
2. Every Tuesday William came for fresh vegetables.
3. Mary has a new umbrella.
4. One February the boys painted the carriage wheels red.
5. Did you spill something on your new apron?
6. Just then Walter himself came running out and whistled to his dog.
7. A diamond sparkled on every leaf.



23. Mother Goose Letters

In Lesson 31 on page 46 you played that your classroom was Mother Goose Village. You made believe that you were one of the people in the village, and you told a little story about some interesting thing that had happened there.

In this lesson, you may write to some of your Mother Goose friends. Perhaps you will ask Old Mother Hubbard about her dog, or you may write to Tom, the Piper's son, about the little pig.

Bo-Peep wanted to talk to her friend Mary about their pet lambs. Mary had moved to the seashore for the summer, so Bo-Peep wrote a letter to her. This is her letter:

Dear Mary,

What did you say to your lamb when he followed you to school? Did the boys and girls laugh? I think your lamb must have liked you very much. I love my lambs.

Your friend,
Bo-Peep

After reading Bo-Peep's letter carefully, answer these questions:

1. Who wrote the letter?
2. To whom was it written?
3. What are the first two words in this letter? How is the first word always written?
4. What mark is placed after Mary's name?
5. How does Bo-Peep show that her first sentence is a question?
6. What little mark is placed after *friend*?
7. How is the first word written in the line, *your friend*?

WRITTEN EXERCISE

Pretend that you are one of these Mother Goose people:

Little Jack Horner
Daffy-Down-Dilly

Jack Spratt
Tom Tucker

Little Miss Muffet Old Mother Hubbard
Peter, Peter, Pumpkin-Eater Little Nancy Etticoat

Write a letter to one of your Mother Goose friends. Ask about something he or she has done. If you prefer, you may tell about something that has happened to you.

Be sure to begin and end your letter correctly. Where will you begin to write the main part of your letter?

24. Study of a Poem

BOATS SAIL ON THE RIVERS

Boats sail on the rivers,
And ships sail on the seas;
But clouds that sail across the sky
Are prettier far than these.

There are bridges on the rivers,
As pretty as you please;
But the bow that bridges heaven,
And overtops the trees,
And builds a road from earth to sky,
Is prettier far than these.

CHRISTINA G. ROSSETTI.

Read the poem to yourself slowly. What is the "bow that bridges heaven"?

You will see that there are two parts, or stanzas,

in this poem. What picture do you see in the first part of the poem? What picture do you see in the second stanza?

A CLASS MATCH: 1. You may divide your class into two teams. A pupil in the first team may read the first stanza aloud. Then a pupil in the second team may read it.

Pupils in both teams may read the second stanza aloud.

Your teacher will judge which team reads the best. The winning team is given one point.

2. Everyone in the class may study the first stanza of the poem until the teacher says, "Close your books." The teacher will call on children to recite this part of the poem. Each team is given one point for every child on its side who can recite the stanza correctly. See which team can win the most points for knowing this stanza.

Study the second stanza. Which team wins most points for learning this part of the poem?

3. Perhaps you can draw on the blackboard pictures of the things mentioned in the poem. Boats, clouds, bridges, and a rainbow are easy to draw. One point may be given to the team which draws the best pictures.

25. A Question and Answer Game

You remember that a question is a sentence that asks something. Very often the answer to a question begins with the words *yes* or *no*.

1. Is it eight o'clock?

Yes, it is eight o'clock.

2. Are you coming to school now?

No, I will wait for my brother.

THE GAME OF DISCOVERY. One row of children may leave the room. They must wait just outside the door until they are called. The rest of the class may think of an object which is in plain view. When the object is decided upon, the children outside the door are called in. They must discover the object that the class is thinking about.

Each child who went out of the room may ask one question to help discover the object. The class may take turns in giving the answers. For example,

QUESTION: Is it high?

ANSWER: No, it isn't high.

QUESTION: Is it on the floor?

ANSWER: No, it isn't so low as the floor.

QUESTION: Am I looking toward it?

ANSWER: Yes, you are looking toward it.

QUESTION: Is it the vase on teacher's desk?

ANSWER: Yes, it is the vase.

Be very careful to say the word *yes* correctly.
Of course no pupil will say *ain't* instead of *isn't*.

26. Sentence Study

chalk—blackboard—girl

You can easily think of a sentence in which you use these three words. You might say,

The girl wrote on the blackboard with white chalk.

In the same way, make complete sentences, using the following words:

1. sand — pail — shovel
2. overalls — hose — garden
3. table — paper — pen — books
4. cat — dog — tree
5. red hood — wolf — woods
6. boy — dog — bone
7. boy — tub of water — dog
8. kite — roof — string
9. marbles — boys — game
10. canary — open window — tree
11. hornet's nest — boy — stick
12. milk — cat — puppy

27. Using *Saw* and *Seen*

Helen and her brother Herbert were coming home from school one day when they *saw* a circus parade. They *saw* funny clowns. They *saw* horses and ponies. They *saw* many animals they never *had seen* before. Helen *had seen* other circus parades, but she never *had seen* such a fine one. *Have* you ever *seen* a circus parade?

In this paragraph, notice the words *saw* and *seen*. *Saw* does not need a helping word. It always stands by itself.

Seen is never used without a helping word. We say "they *had seen* " and "*have* you *seen*."

ORAL EXERCISE

I. Tell the class three things you saw on your way to school. Perhaps you will say:

1. I *saw* a push cart.
2. I *saw* a fire engine.
3. I *saw* a barber shop.

II. Tell three things you have seen in the movies or at the circus. Perhaps you will say:

1. I *have seen* cowboys in the movies.
2. I *have seen* elephants at the circus.
3. I *have seen* boat races in the movies.

28. Writing a Letter

65 Oliver Street
New York City
October 8, 1924

Dear Mary,

Last Saturday my mother took me to see the animals in the zoo. I liked the monkeys best because they were so funny. I saw them eat their dinner. They acted like real people.

Your loving cousin,
Alice

What animals, besides the monkeys, do you think Alice saw at the zoo?

Look at this letter carefully. What has Alice written at the top of her letter? This part of the letter tells Mary where Alice lives. It also tells when she wrote the letter.

The address of the person writing the letter and the date are always written at the upper right-hand side of the page.

How did Alice begin her letter? How did she end it?

WRITTEN EXERCISE

I. Copy the letter that Alice wrote. Be careful to write it just like Alice's letter.

II. Write one of the following letters. The list of words may help you to think of something you want to say.

1. To your mother, telling what a good time you had at a party.

party games ice-cream cake

2. To your father, telling about a moving picture you have seen.

cowboys . horses rope ride

3. To your cousin, telling him about a visit to Coney Island.

bathing waves sand ball

III. The teacher will dictate the letter on page 134. After you have written it from dictation, see if it is just like the printed letter in the book.

29. Telling a Story

THE FOX AND THE GRAPES

A hungry fox saw some beautiful grapes. They were up on a high wall.

"How good they look!" he said. "I am hungry. I will have some."

He jumped as high as he could, but he could not get the grapes. They were too high on the wall.

At last he gave it up.

Then he ran away and said, "They are sour grapes, and not good to eat."

What did the hungry fox see?

Where were the grapes?

What did the fox say when he saw them?

Why couldn't he get the grapes?

Why do you think the fox said that the grapes were sour?

ORAL EXERCISE

Tell this story to your class. How will you begin it? What will you tell next? How will your story end?

Tell another fable that you have read.

Which of the fables you have read do you like best? Why do you like it?

30. Using *Wrote* and *Written*

Read these sentences carefully:

1. Molly *wrote* a letter to her mother to-day.
2. She *has written* every day since she has been in the country.

3. When our mother is away from home, we always *write* to her.
4. We *write* all the news.
5. We *write* what we are doing.
6. *Have* you *written* to your mother?
7. Molly *wrote* three letters yesterday.
8. She *has written* six letters this week.

Find the sentences in which *written* is used.

Find the sentences in which a helping word is used. (*Have* and *has* are helping words.)

Written is always used with a helping word such as *have* or *has*.

THE GAME OF ASKING AND ANSWERING. In this game we choose one pupil to be "It." She hides her eyes while someone in the class writes a word on the blackboard. "It" uncovers her eyes and asks, "Who wrote that word? Did you, Jane?"

If Jane didn't write the word, she says "No, I did not write it. It was written by someone else." "It" asks the question again and keeps on until she finds the child who wrote the word.

NOTE.—Use at this time the Review Lessons on page 182.

31. The Five Senses



These five brownies are the good friends of each child in your class. They belong to the Sense family. Their names are:

Sight
Hearing
Smell
Touch or Feeling
Taste

Can you name each brownie correctly?

These five senses help us to enjoy the things about us and to take care of ourselves. They make life pleasant for each of us.

Can you tell five ways in which they help us enjoy ourselves? You may say,

Sight helps us see beautiful pictures.

Tell one way in which each sense helps us to avoid danger. You may say,

Sight helps us look out for automobiles when we cross the street.

ORAL EXERCISE

Use each of the following words in a sentence. Begin your sentence with "This brownie ——" and tell what he sees, hears, smells, feels, or tastes. For example,

This brownie *feels* a *soft* cushion.

soft	smile	pretty	rain
loud	fire	shout	smoke
hot	sweet	rough	music
flowers	whisper	sour	gas

32. Using *Gave* Correctly

Yesterday was my brother Sam's birthday. I *gave* him a book. Mother *gave* him some socks. Father and my older brother *gave* him a train of cars. My aunt and uncle *gave* him a baseball suit. I think he had lovely presents, don't you?

The story on page 139 is one that a little girl told about her brother's birthday. Read the story carefully, noticing the word *gave*.

Someone in the class may read the story aloud. When he has finished reading, the class may have two minutes in which to think of some present they might have given Sam. When the teacher says, "Time is up," each child must be ready to tell one sentence beginning with "*I gave.*"

33. Writing a Story

THE STATUE OF LIBERTY

I am the Statue of Liberty. I am very big. I have stairs in me. You can start at the bottom and go right up to my head. From my head you can see all over the Hudson River and the harbor.

Make believe that you are one of the things in the list below. In three or four short sentences, tell the class about yourself. Before you begin to talk about yourself, think what you are going to say.

the schoolhouse	a blackboard eraser
the assembly bell	a ship
the pointer	a fire engine
the flag	a playground swing
the blackboard in your classroom	a reader



WRITTEN EXERCISE

When you have told your story to the class, you may write it on the blackboard or on paper. Begin the first sentence in the paragraph in the correct place. Be sure to begin each sentence with a capital letter. Do not forget to put question marks after questions. How will you end the other sentences?

34. Writing a Letter

202 Bronx Boulevard
New York City
May 16, 1923

Dear Sarah,

Last week I got a library card of my own. I love to read books. I can get any book I want in the library.

Your loving friend,
Agnes

To whom did Agnes write?

What did she tell her friend?

If Sarah hasn't a library card, do you think Agnes's letter will make her want to get one? Why do you think so?

What did Agnes write at the top of her letter?

WRITTEN EXERCISE

Write a letter to a school friend, telling about your school library or about some book you are reading. Be sure to arrange your letter neatly on the page.

Where will you write your address and the date?

Where will you write the closing of your letter?

35. Troublesome Sounds

I. Read the following lines to yourself. Then read them aloud. Some of these words, like *learned*, often trip people up. Don't stumble over the words, but pronounce each one slowly and carefully. Listen to yourself as you say the words, and try to correct your pronunciation.

*Then the little Hiawatha
Learned of every bird its language,
Learned their names and all their secrets,
How they built their nests in summer,
Where they hid themselves in winter,
Talked with them whene'er he met them,
Called them "Hiawatha's Chickens."*

*Of all beasts he learned the language,
Learned their names and all their secrets.*

II. Read these sentences aloud:

1. Peter has learned his arithmetic lesson.
2. Joe built a doll's house for his sister.
3. Sam built a boat for himself.
4. Joe and Sam talked to each other while they worked.
5. They often whistled while they hammered.

III. Answer these questions, using complete sentences in your answers:

1. To whom did Hiawatha talk?
2. What did he learn from the birds?
3. What did he call the birds?
4. What did he learn about the beasts?
5. What did Peter learn?
6. What did Joe build?
7. What did Sam build?
8. What did Joe and Sam do while they worked?

36. Telling a Story

TOADS AND DIAMONDS

I

Once upon a time there lived a woman with two daughters, one her own child, and the other a step-child. The woman's own daughter was cross and selfish, but she was her mother's favorite. The other daughter was pretty and sweet. She was kind to everybody and always willing to help others. Everyone in the village loved her for her kind ways and loving heart.

The mother hated her step-daughter because her sweet face was prettier than her sister's, and because people loved her. Twice each day she made the poor girl go to a well two miles away to draw water for her mother and sister. The good child cheerfully carried the heavy water jugs without a murmur.



A fairy often watched the poor girl carrying the heavy water jars. She knew what a hard life the girl led and resolved to help her. So one day she dressed herself as a poor old woman in rags and tatters and came out of the wood as the girl was drawing water from the well.

"Will you give me a drink of water from your jug?" she asked. "I am very tired and thirsty, and a sip of cool well water would taste good."

"Certainly, madam," said the good girl. "I will draw up a fresh bucket for you. Won't you sit down under that shady tree while I get it?"

The fairy was very much pleased with the kind heart of the good little maiden, and she resolved to give her a gift.

"I thank you for your kindness, little maiden," said she, "and to repay you, I give you this gift. Whenever you speak, pearls and diamonds will fall from your lips." Then the fairy disappeared, leaving the maiden alone with her water jars.

II

When the girl reached home, her step-mother scolded her for being late. She began to explain, and at the first words a shower of pearls and diamonds fell from her lips.

"What is this? What is this?" the woman cried.

As soon as her step-daughter had told about the fairy at the well, the woman called her own lazy daughter and bade her go to the well for water.

"You must have as good fortune as your sister," she cried. "Hasten to the well, and when a ragged old woman comes out of the wood and asks for a drink, give it to her. Hurry now! Hurry!"

The lazy daughter did not want to walk two miles in the hot sun, but her mother insisted. After much grumbling she started off.

She had no sooner come to the well than a richly dressed woman came out of the forest towards her and asked for a drink. The girl only laughed at her.

"Do you think I walked all this way in the hot sun just to draw water for people who are too proud to draw it themselves? Certainly not! I'm waiting for an old fairy who will make my fortune. Go away!" she cried.

Now the beautiful woman was really the same fairy who had appeared to her sister.

"Wretched girl," said the fairy, "I will give you a gift fitting your selfishness. Whenever you speak, toads and snakes will come from your mouth. People will dislike you even more than they now do." With these words the fairy disappeared.

The girl threw down the water jug and ran home. As soon as she saw her mother, she began to scream at her, blaming her for all that had happened. At each word, toads and snakes fell in showers to the floor.

The last I heard of this family, the sweet and kind girl had married a prince who loved her very much. The cruel woman and her ugly daughter had run away from the village. No one knew where they had gone, and no one cared.

JACOB GRIMM (*adapted*)

Why did good fortune come to one of the sisters?

Why did the other girl have bad fortune?

Who deserved the good fortune?

You may tell this story in your own words. Who will tell the first part? Who will tell the second part? Try to tell everything that happened

in your part of the story. You will find it easy to tell if you remember *where*, *when*, and *what*.

The class may listen carefully to the story-tellers. When they have finished, you may tell them any mistakes you noticed. Did they leave out an important part of the story? Did they use words correctly?

37. Sentence Study

Every boy and girl in the third grade knows that a sentence is a group of words expressing a complete thought.

The following groups of words do not express complete thoughts and are not sentences.

1. in the spring
2. singing a song

We may complete the thought and make sentences of these groups of words. We may say:

1. In the spring the trees begin to bud.
2. The bird was singing a song.

Which of the following groups of words are sentences? Complete those which are not sentences.

1. on the bench
2. I saw a tree
3. when I came home from school

4. we have a window-box in our classroom
5. did you see a
6. yesterday we played
7. that page is torn
8. the ball bounced high

Write the sentences. Be sure to begin each one with a capital and end with a period.

38. Sentence Riddles

Can you guess these riddles? See who can guess the most riddles correctly.

1. I have a face but no head. I have hands but no feet. I can tell but cannot talk. I can run but never walk.

Answer: (clock ə)

2. You can see through me. Sometimes you see the blue sky. Sometimes you see boys and girls in the street.

Answer: (window ə)

3. I have two covers. I can tell you the most wonderful stories. I hope that you will never hurt me.

Answer: (book ə)

4. I have an eye, but I cannot see. I have a long, white tail.

Answer: (needle ə)

5. I wear a red comb. I am the king of the barnyard. In the early morning I wake people with my loud call.

Answer: (rooster ə)

6. I am a red path in a red cave, and I am closed in by hard white fences. All my master's food comes past me.

Answer. (ənsʊəɹ əpʌ)

Be ready to tell the class the best riddle that you know.

WRITTEN EXERCISE

Write a short paragraph of three sentences, describing some object or person in your classroom. Perhaps you can make a riddle. Let the class guess what you wrote about.

39. Study of a Poem

THE OWL AND THE PUSSY-CAT

The Owl and the Pussy-Cat went to sea
 In a beautiful pea-green boat.
 They took some honey, and plenty of money
 Wrapped up in a five-pound note.
 The Owl looked up to the moon above,
 And sang to a small guitar,
 "O lovely Pussy! O Pussy, my love!
 What a beautiful Pussy you are,—
You are;
 What a beautiful Pussy you are!"

Pussy said to the Owl, "You elegant fowl!
 How wonderful sweet you sing!
 Oh, let us be married,—too long we have tarried,—
 But what shall we do for a ring?"

They sailed away for a year and a day
To the land where the Bong-tree grows,
And there in a wood, a piggy-wig stood
With a ring in the end of his nose,—
His nose;
With a ring in the end of his nose.

“Dear Pig, are you willing to sell for one shilling
Your ring?” Said the piggy, “I will.”
So they took it away and were married next day
By the turkey who lives on the hill.
They dined upon mince and slices of quince,
Which they ate with a runcible spoon,
And hand in hand, on the edge of the sand,
They danced by the light of the moon,—
The moon;
They danced by the light of the moon.

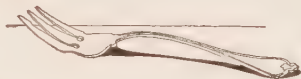
EDWARD LEAR

Read this poem to yourself. Let us be sure you know what all the words mean before you learn the poem to say at home.

In the first stanza, in the fourth line, you read that the honey was “wrapped up in a *five-pound note*.” A five-pound note was a funny thing to wrap the honey in, because it is paper money, like our dollar bills. The Owl and the Pussy-Cat did other funny things, as the rest of the poem tells.

Who can tell what a *guitar* is?

Elegant, as you know, means *very fine*; and *tarried* means *waited*. A *shilling* is a piece of money, like our quarter. A runcible spoon looks like this:



Now that we know the meaning of all the hard words, someone may read aloud the first stanza. Who will read the second? And the third?

Learn the poem so that you can say it to your mother and father.

ORAL EXERCISE

When everyone in the class has learned the poem, see if you can all answer these questions, using the words of the poem.

1. In what did the Owl and the Pussy-Cat go to sea?
2. What did they take with them?
3. What did the Owl sing to Pussy?
4. What did Pussy say to the Owl? What question did she ask him?
5. What did they find in the land where the Bong-tree grows?
6. The Owl and the Pussy-Cat asked the piggy to sell them something. What was it?
7. By whom were they married?
8. What did they do to show how happy they were after they were married?

40. Playing School

One child may be chosen to be the teacher. The class will be the pupils. Each pupil must ask the teacher to teach him something. Perhaps you will want to ask about some of the things in the list below.

The pupil may ask, "Miss (or Mr.)—— will you please *teach* me to salute the flag?" (Use the name of the child who is teacher.)

The "teacher" will answer, "I will *teach* you to salute the flag." Then she will show the pupils how to salute.

Salute the flag.	Draw a picture of a house.
Use the pointer.	Sit correctly at a desk.
Raise the window.	Jump rope.
Write my name.	Sharpen a pencil.
Erase the blackboard.	Hold a book correctly.
Row a boat.	Take a position for writing.

41. Playing a Story

THE TRAVELING MUSICIANS

I

There was once a donkey whose master was about to cast him off because he was too old to work. The donkey, who knew what his master was planning, ran away one dark night. "I will go to the town," thought he, "and perhaps I may be chosen town musician."

After he had traveled a little way, he saw a dog lying by the roadside and panting as if he were very tired. "What makes you pant so, my friend?" asked the donkey.

"Alas," said the dog, "my master was going to kill me because I am old and weak and am no longer useful in hunting, so I ran away."

"Come along," said the donkey. "I am going to town to be a musician. Won't you come with me, and try what you can do in the same way?"

They had not gone far before they saw a cat sitting in the middle of the road, looking very sad. She had much the same story to tell as had the donkey and the dog, so the donkey asked her to go along with them. "You are a good night singer and may make your fortune with us," he said. The cat was pleased with the thought and joined the party.

Soon afterwards the three friends met a rooster, whose mistress was going to kill him for Sunday dinner. He, too, gladly joined them on their travels.

II

The four friends could not reach town the first day, as the way was long. When night came on, they went into a wood to sleep. Seeing a light among the trees, they walked toward it and found a house.

The donkey, being the tallest of the company, marched up to the window and peeped in. He told the others that he could see a table heaped with good things to eat, and robbers sitting about, feasting merrily.

"That would be a fine lodging for us," said the cock.

"Yes," said the donkey, "if we could only get in."

They soon hit upon a plan. The donkey stood on his hind legs, with his forefeet resting against the window; the dog got upon his back; the cat scrambled up on the dog's shoulders; and the rooster flew up and sat on the cat's head.

When all was ready, a signal was given, and they began their music. The donkey brayed, the dog barked, the cat mewed, and the rooster crowed. Then they all broke through the window at once, and came tumbling into the room with a terrible clatter. The robbers, who had been startled by the concert, now thought some dreadful goblin was upon them. They scampered away as fast as they could go.

The four friends sat down and enjoyed the feast which the robbers had left behind them. When they had finished eating, they put out the lights, and each looked about for a good resting place. The donkey lay down on a heap of straw in the yard. The dog stretched himself on a mat behind the door. The cat rolled herself up on the hearth before the warm ashes, and the cock perched upon a beam on top of the house.

III

About midnight the robbers returned. As they saw that the lights were out, they began to think they had been in too great a hurry to run away. One of them sent in to see what was going on.

He marched into the kitchen to light a candle. He

thought the cat's fiery eyes were glowing coals, so he held a match to them to light it. The cat flew in his face, spitting and scratching. This frightened the robber, and away he ran to the back door. There the dog jumped up and bit him in the leg. As he was crossing the yard, the donkey kicked him, and the cock, who had been awakened by the noise, crowed with all his might.

The robber ran back to his captain as fast as he could, crying, "There is a horrible witch sitting in the house, who spit at me, and scratched my face with her long claws. By the door stands a man with a knife, who stabbed me in the leg. In the yard there lies a black monster, who beat me with a wooden club. And up above sits the judge, who cried out, 'Throw the rascal up here.' So I got away as fast as I could."

After this the robbers never dared to go back to the house. The musicians were well pleased with their dwelling, and they lived there for ever after.

JACOB GRIMM (*adapted*)

What is a musician?

What is a goblin?

What fortune did the four musicians find?

What happened when they gave their concert?

Three children may tell the story of "The Traveling Musicians." Each child may tell one part of the story. Perhaps the class can find a title or name for each part.

When you have finished telling the story, you

may play it. You will need four actors to play the parts of the animals. How many robbers will you choose for your play?

The animals must all sing loudly when they frighten the robbers. What noise does the donkey make? What noise does the rooster make?

42. The Game of "The Animal Musicians"

You remember that the four friends in the story in Lesson 41 all wanted to be musicians. The house in the wood would have been a fine place for musicians to practice. Perhaps after the donkey, the dog, the cat, and the cock had lived in the house a short time, they started an animal chorus. They may have invited some animals who lived in the city to join their chorus, and some who lived in the wood.

What animals from the city do you think they might have invited? Which of the wood folk do you think were asked to belong to the animal musicians?

Let us play that the class belongs to a chorus of animals.

One child may be chosen to be the leader of the animal musicians. He will whisper to each child in the class, giving the name of one of the animals in the list on page 158.

When all the names have been given out, the leader will call on the first row and say, "Are you ready? You may begin to sing." When he says *sing*, each child in that row must softly make a noise like his animal.

The teacher will then ask each child what he did. Each one must answer, "*I began to ———*" and tell what he began to do. For example,

TEACHER: Jane, what did you do?

JANE: *I began to crow.*

After everyone in the first row has given his answer, the leader calls on the next row.

pig	— squeal	hen	— cluck
donkey	— hee-haw	duck	— quack
lion	— roar	dog	— bark
mouse	— squeak	cat	— mew
bear	— growl	crow	— caw
sheep	— bleat	bee	— buzz
rooster	— crow	horse	— neigh
cow	— moo	owl	— hoot

Be sure to use "*I began to ———*" in your answer.

43. Writing a Letter

TO MOTHER FAIRIE

Good old Mother Fairie,
Sitting by your fire,
Have you any little folk
You would like to hire?

I want no chubby drudges
 To milk, and churn, and spin,
 Nor old and wrinkled Brownies,
 With grisly beards, and thin;

But patient little people,
 With hands of busy care,
 And gentle speech, and loving hearts;
 Now, have you such to spare?

ALICE CARY

Write a letter to old Mother Fairie, asking her to send you a brownie to help you in something you are going to do. Tell her just what you want the brownie to do. Perhaps you will tell her what kind of brownie you *don't* want.

Begin your letter with your address, which will tell Mother Fairie where to send the brownie. Then comes the date, so she will know when you wrote your letter. Don't forget to sign your name, or the brownie won't know whom he is going to help.

Perhaps you will need a brownie's help in doing some of these:

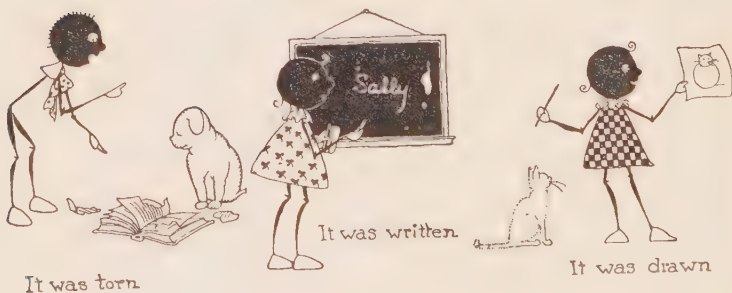
washing dishes
 wiping dishes
 making beds
 flying a kite

learning to roller skate
 learning a hard lesson
 taking care of a small
 brother or sister

44. Using Words Correctly

Read these sentences. Look carefully at the sentences which use *was*.

1. The puppy tore the book.
It was torn.
2. Sally wrote her name on the board.
It was written on the board.
3. A brownie drew a picture of her cat.
It was drawn on white paper.



ORAL EXERCISE

I. Make sentences using *was torn* with some of the following words:

ribbon

book

dress

letter

paper

stocking

II. Make sentences using *was written* with some of these words:

letter

examination

word

paragraph

spelling lesson

number

III. Make sentences using *was drawn* with some of these words:

flower

cat

snowman

bird

rabbit

balloon

45. Sentence Study

I. Let us see how many different sentences we can make by completing these thoughts:

1. I was late because ——
2. I am happy when ——
3. I have been present since ——
4. I waited until ——
5. I am sad because ——
6. I am tired because ——
7. I rested until ——
8. I was hungry when ——
9. I was angry because ——
10. I went home because ——

II. Make sentences that tell something about each of the following:

- | | |
|------------------------|-----------------------|
| 1. your home | 6. the fireman |
| 2. your father | 7. the street cleaner |
| 3. Columbus Day | 8. recess time |
| 4. kindness to animals | 9. lunch time |
| 5. Safety First | 10. assembly |

NOTE.—Use at this time the Review Lessons on page 184.

46. A Story-telling Contest

To-day is to be story-telling day for our class. Each child may choose one of the stories suggested by the words below. When everyone in the class has told a story, you may vote for the best story-teller in your class.

1. Little Ida — flowers — ball
2. A school — a bell — children
3. A boy — roller skates — a lost hat
4. A mouse — a girl — a chair
5. A dog — a cat — a tree
6. An auto — a street-crossing — a little girl
7. A policeman — a school — little children
8. A postman — a letter — a letter box
9. A house — at night — a noise
10. A lunch — a closet — a little mouse

Try to tell your story in three or four sentences.

Do not use too many *and*'s. Make your sentences short.

Perhaps you will begin with "Once upon a time ——" or "Once I saw —."

WRITTEN EXERCISE

Write one of the stories that was told in class. You may write it on the blackboard or on paper.

The class will correct the stories on the black-

board. Those who write at their seats may exchange papers and correct them.

Did the paragraph begin correctly? Did each sentence begin with a capital? Are all the words spelled right? Are periods and question marks used where they are needed?

47. Troublesome Sounds

I. Read this little rime aloud:

“Whistle, daughter, whistle;
Whistle, daughter, dear.”

“I cannot whistle, mother,
I cannot whistle clear.”

“Whistle, daughter, whistle;
Whistle for a pound.”

“I cannot whistle, mother,
I cannot make a sound.”

Watch those *wh* sounds! Stop, look, and then pronounce them correctly.

II. Practice saying these sentences aloud:

1. While wheeling wheat to the mill, Whitney stumbled and fell.
2. John sat on the fence, whittling and whistling.
3. The crew saw the white whale.
4. He wheeled the horse about and whirled away.
5. We wondered whether they had read Hiawatha.

48. The Game of "May I?"

In this game one pupil goes to the front of the room. He calls someone in the class to do one of these things:

skip	hop	walk	hum
bow	run	whistle	cough
dance	sit down	clap	raise hand

If a pupil is told to *skip*, he stands and says, "*May I skip?*" He does what he was called on to do and then tells what he did. He says "I skipped."

He then goes to the front of the room and calls on another pupil to act one of the words in the list.

Do not forget to say "May I?" when you are called on.

When the class has gone through the list once, start at the beginning again, until every child in the room has played the game.

49. Using *Sang* and *Caught*

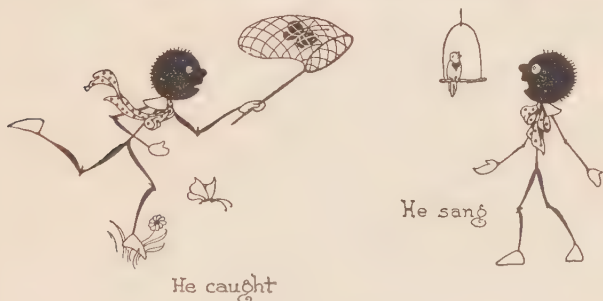
I. Read these sentences:

1. A brownie *caught* a butterfly in his net.
2. When he went fishing, he *caught* many fish.
3. His cat *caught* a mouse yesterday.
4. I *caught* a crab at the beach.
5. Tommy *caught* the ball.

Make five sentences using the word *caught* correctly.

II. Read these sentences:

1. The little bird sang sweetly. He *has sung* many sweet songs.
2. The brownie's song *was sung* to the bird.
3. He *has sung* that song every morning.
4. The songs *were sung* to the school assembly.
5. The brownie *has sung* that song many times.



In each of the above sentences, *sung* is used with a helping word. What words in these sentences help *sung*?

Make five sentences using *sung* correctly.

50. Study of a Poem

FOREIGN LANDS

Up into the cherry tree
 Who should climb but little me?
 I held the trunk with both my hands
 And looked abroad on foreign lands.

I saw the next door garden lie,
Adorned with flowers, before my eye,
And many pleasant places more
That I had never seen before.

I saw the dimpling river pass
And be the sky's blue looking-glass;
The dusty roads go up and down
With people tramping in to town.

If I could find a higher tree
Farther and farther I should see,
To where the grown-up river slips
Into the sea among the ships.

To where the roads on either hand
Lead onward into fairy land,
Where all the children dine at five,
And all the playthings come alive.

ROBERT LOUIS STEVENSON

This poem tells about a game that Robert Louis Stevenson played when he was little. What other poem about his games have you read this term?

Read the poem through carefully to yourself. After everyone in the class has read it through, the teacher will ask some boy or girl to read the poem aloud.

See if you can answer these questions about the poem:

1. What kind of game is the author asking you to play?

2. Have you ever climbed a tree? If you haven't climbed a tree, perhaps you have been up in a tall building. Why is it such fun to go up in the air?

3. Why did you get a better view of the country round about?

4. Why did the boy in the poem hold the tree trunk with both hands?

5. Tell what he saw from his high perch in the tree.

6. What were the foreign lands that he saw?

7. How could the river be the sky's blue looking-glass?

8. What would be the use of finding a higher tree?

9. Why would you like to find such a fairy land?

Learn the poem so that you can recite it at home.

51. Using *Blew* and *Flew*

Read these sentences slowly and carefully:

1. The tame goose *flew* after the wild geese.

2. Nils *flew* up in the air on the goose's back.

3. The wind *blew* against him.

4. The geese *flew* higher and higher.

5. They *flew* near the earth with Nils.

6. They *flew* a little slower than usual.

7. He saw how the wind *blew* the water of the lake into ripples and waves.

8. He saw how the wind *blew* the cornfields until they bowed before him.



9. The wind *blew* away the clouds.

10. The geese *flew* on as long as the wind *blew* gently.

THE GAME OF TRAVELING BIRDS. The teacher will write the names of birds on slips of paper and put the slips in a hat. Each child may draw a slip. Pretend you are the bird whose name is on your slip. Perhaps you will be one of these birds:

eagle	crane	hawk
swan	robin	dove
wild goose	blackbird	stork
crow	bluebird	sparrow

Each bird may fly to some part of the earth. Perhaps you will fly to

the mountains	the seashore
a lake	up the Hudson River
Holland	the Statue of Liberty
a small village	a lighthouse
the ocean	a tall building
a big ship	Japan
Russia	a house roof

When you are called on, tell where you flew, and one thing that you saw there. For example, if you are the stork, you may say:

I flew to Holland. I saw many dikes.

If you are the swan, perhaps you will say:

I flew to a lake. I saw many other swans.

52. Making Patchwork Stories

You all know what patches are. Almost all little girls and boys have had patches put on clothes which they have torn when they played hard. In olden times mothers made quilts or bedcovers for their families of little patches sewed together. They called them patchwork quilts. Perhaps you have a bright, many-colored patchwork quilt in your home.

To-day we are going to make patchwork stories. Each patch will be a sentence, and each child must give one patch. Every row will have a story of its own. Let us see which row will tell the best story.

This is the story one row might tell:

CHILD 1: Once there lived a poor girl named Cinderella.

CHILD 2: She wanted to go to a ball with her sisters.

CHILD 3: Her fairy godmother gave her a beautiful dress and little glass slippers.

CHILD 4: Cinderella lost one of her little slippers at the ball.

CHILD 5: The prince found the slipper and married Cinderella.

Make your patch as bright and interesting as you can, so as to help your row make the best

story. Be sure your sentence joins the sentence before it.

Your story may be about one of these:

a fairy	a cat	fairy shoes
a frog	a horse	seven dwarfs
a princess	a king	an elf
a donkey	a poor girl	flowers

53. Studying a Picture

What do you see in this picture?

What kind of country are these men riding over?

Is it

hilly	rocky	flat
sandy	mountain	desert

The men in this picture are called Arabs. You can see that they do not dress like the men you know. They wear long white capes or short bright-colored jackets. The sun in their country is very hot, so the men wear hats or hoods which keep off the sun.

Arabian horses are beautiful animals. They are very swift and can travel great distances over the hot desert sands. Their masters love them very much. They dress the horses with bright saddles and reins to make them more beautiful.

Where do you suppose these horsemen have come from? Where do you think the men are going?



ORAL EXERCISE

Suppose you had one of these swift Arabian horses for your very own, and suppose you knew how to ride horseback. Where would you ride? What do you think you would see on the way?

54. Writing a Story

Write one of the following stories:

1. One of the stories told in class in Lesson 52.
2. What I saw at the movies.
3. What I am going to be when I grow up.
4. How I am going to spend the Fourth of July.
5. My first day at school.

Be sure the first line of your paragraph begins correctly. Remember to begin each sentence with a capital letter.

55. Troublesome Sounds

I. Read the following sentences aloud as your teacher calls on you. Read slowly and say each word correctly. Watch for words which contain *ing*, *th*, *wh*, *ed*.

1. I breathed a song into the air,
It fell to earth, I knew not where.
2. And the tree with all its branches
Rustled in the breeze of morning,

Saying, with a sigh of patience,
"Take my cloak, O Hiawatha!"

3. There's a merry brown thrush sitting up in the tree,
He's singing to me! He's singing to me!
4. Few vines are now growing on the three old houses.
5. Write your name across the page where you have drawn the picture.

II. Read the following poem to yourself. Then read the poem aloud. Stand erect and speak each word clearly and distinctly.

When cherries grow on apple trees,
And kittens wear lace caps,
And boys their sisters never tease,
And bears wear woolen wraps;
When all the nursery dolls and toys
Begin to dance and play,
Then little girls and little boys
May lie in bed all day.

When donkeys learn to sing and dance,
When pigs talk politics,
When London is a town in France,
When two and two make six,
When drops of rain are real pearls,
When coal is clear and white,
Then little boys and little girls
May sit up late at night.

C. CLIFTON BINGHAM

56. A Game: "There Isn't Any"

Let us make believe that one of the girls in the class has had a party. John has come too late for the party, but he wants some of the good things that the others had. He asks Mary for some things to eat.

JOHN: Mary, please give me some cake.

MARY: I'm sorry. There isn't any cake left.

JOHN: Isn't there any candy left?

MARY: No, there isn't any candy left.

JOHN: Please give me some ice cream.

MARY: There isn't any more ice cream.

JOHN: Isn't there any lemonade left?

MARY: No, there isn't any more lemonade.

Someone may be Mary, and another pupil may be John.

Can you think of some other things John might ask for?

When John has asked Mary for four things to eat, two other children may play that John came too late for a picnic or for supper. If any of the players says "there ain't," he must sit down and let someone else take his place.

57. Describing Something

A little girl wrote this story about her canary:

Chirp is my canary. He looks like a little yellow ball. His eyes are very bright. He sits in his cage and sings sweetly. Have you a canary?

How many sentences did the little girl write?

What does the first sentence tell? Is the story interesting?

Each pupil in the class may have five minutes in which to think of a good story which describes something. If there are pictures on the walls of your classroom, you may describe one of them. Perhaps you will tell about something you can see from the schoolroom window.

When you tell your story to the class, be sure to

1. Face the class.
2. Stand erect.
3. Speak clearly.

WRITTEN EXERCISE

I. Your teacher will dictate the paragraph about the canary to you. Write it carefully, using capital letters, periods, and question marks correctly.

II. Write the story you told the class. Before you hand in your paper, read it carefully. Make

sure that you began the first line of your paragraph correctly, and that your spelling is all right.

58. Word Building Game

Each child may pretend that he is one of these workers:

a carpenter	a motorman
a piano-tuner	a soldier
a sailor	a fisherman
a janitor	a taxi-driver
a painter	a doctor
a school teacher	a nurse
an aviator	a miner
a merchant	a tailor
a policeman	a waiter
a grocer	a subway guard

Make a list of words you might use in your work. The class will help you to find words. For example, if you were a carpenter, your list might begin like this,

hammer
saw
nails
boards
wood

Your teacher will write some of the lists on the board as you tell them to her. Be careful to put

in your list only words which you are sure belong to your work.

59. Troublesome Words

Use one of these words in each blank in the sentences below:

began
blew
threw

flew
caught
doesn't

gave
those
look



She began



They began

1. The brownie —— to jump rope.
2. They —— to jump rope.
3. The wind —— their hair.
4. That little brownie —— the long rope to me.
5. She —— the short rope.
6. I always have a good time when I play with —— girls.
7. We —— the rope up in the air.
8. It —— on a nail.

9. Mother —— like to have me jump more than a few minutes at a time.

10. The bird —— to the tree.

11. This kite —— very high.

12. I —— out the candles on the birthday cake.

60. Our National Song

THE STAR-SPANGLED BANNER

Oh, say! can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last
gleaming—
Whose broad stripes and bright stars, through the peril-
ous fight,
O'er the ramparts we watched, were so gallantly
streaming?
And the rockets' red glare, the bombs bursting in
air,
Gave proof through the night that our flag was still
there;
Oh, say! does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

“The Star-Spangled Banner” is called our *national* song because it belongs to our nation, the United States of America.

Every American, when he hears the music of this song, should stand at attention.

Girls and boys who love their country should know the words of their national song. Learn the

first stanza of the national anthem, which is printed above, so that you will be able to sing it.

Why is our flag called the star-spangled banner?

Tell what the colors in the flag stand for.

What do the stars stand for?

NOTE.—Use at this time the Review Lessons on page 186.

GENERAL REVIEW AND TEST

First Review

I. Complete the following sentences by filling the blanks:

1. Last week we were ——.
2. His kite rose ——.
3. The boy is ——.
4. Anne said that she saw ——.
5. Her pretty dress was ——.
6. Before he came to America, he was ——.

II. Write a letter to someone you know. Be careful to begin and end the letter correctly. Remember the rules for commas. Perhaps you will write about one of these:

Sewing for your doll
A birthday party
Helping Mother
A game played by your class

III. Use the correct word, *see* or *saw*, in the blanks in these sentences:

1. Yesterday I —— a little black dog.
2. Grandma cannot —— very well.

3. Who —— the circus animals yesterday?

4. Ruth and Helen —— them.

5. Every day my little brothers —— the children coming home from school.

6. When we went to the country, we —— fields of flowers.

7. My cousins who live on a farm —— many flowers.

8. Alice —— her uncle when he stepped off the train.

IV. Read these sentences aloud. Be sure to pronounce each word clearly and carefully.

1. When William went across the street, he saw Mr. White holding a whining dog.

2. I lost a new white handkerchief yesterday.

3. Why did you whisper and whistle when I left the room?

4. A beautiful white ship is sailing across the bay.

5. My uncle gave me such a good long ride yesterday.

V. Be ready to tell the class one of the stories you have read this term.

VI. Write a paragraph of three or four sentences about one of the following sentences:

1. The thing I like best to do after school is ——.

2. My baby brother (or sister) does very cunning things.

3. Many boys like to sail toy boats.

4. Our family had a picnic one day.

Second Review

I. Tell about something in your classroom without giving its name. Describe it so that the children can guess what you are thinking of.

II. Answer the following questions, beginning your answer with *No*:

1. Is your little brother going to school to-day?
2. Does your mother let you play ball in the street?
3. Does this car go down Fourth Avenue?
4. Is John going home?
5. Does Mary know how to swim?
6. Is your dog trained to shake hands?

Choose the correct form to complete these sentences:

7. He (*wrote, written*) to his mother while he was away.
8. Bill, you (*was, were*) asked to bring a cup and a spoon to the picnic.
9. Mr. George has (*wrote, written*) that he will be glad to see you all.
10. The five sheep (*was, were*) soon found.
11. Where (*was, were*) the ball lost?
12. The letter has been (*wrote, written*) correctly.

III. Read aloud the following sentences. Each one has a troublesome sound for which you must watch carefully.

1. Philip himself taught us the new whistle.
2. Fresh vegetables are brought to the wharf every Tuesday.
3. Five hundred umbrellas are to be sold in February.
4. Something shone in her apron pocket.
5. It was a diamond, white and sparkling.

V. Make a complete sentence out of each of the following groups of words:

1. dog—man—noise.
2. boy—paste—picture
3. woods—lunch—holiday
4. sail—lake—boy
5. parrot—cracker—bill
6. ball—gutter—dog

VI. Write a short letter to a classmate from one of the following places. Be sure that you begin the letter correctly.

1. Your home
2. Your school
3. 3129 Eighth Avenue, New York City

Third Review

I. Recite a stanza from one of these poems which you have learned: "The Land of Story-Books," "Boats Sail on the Rivers," or "The Owl and the Pussy-Cat."

You will be tested on the way you stand and speak.

II. Tell a story about something you have done or seen which will interest the class. Remember you must tell *what* happened, *where* it happened, and *when* it happened. You might choose one of these things to talk about:

A trip to the park.

A baseball game.

Teaching my dog a trick.

III. Write a letter to your mother or father telling about some interesting thing that you have done in school. Be careful to write the address and the date correctly at the beginning of the letter.

IV. In the following sentences use *drawn*, *torn*, and *written* correctly:

1. The paper you gave me was —.
2. A sentence was — on the blackboard.
3. Her new blue dress was badly —.
4. No one could read what was — there.

5. The picture was —— with crayon.

6. Everyone knows the picture on the board was —— by Robert.

V. Write three or four sentences about something you plan to do during your vacation. Be sure to arrange the sentences in your paragraph correctly. Look carefully at all capitals and periods.

VI. Write three or four sentences which tell something about each of the following:

a steamboat

a brave dog

a window garden

your little brother

a lost penny

a ball that bounced out of sight

Fourth Review

I. In the blanks in the following sentences supply the correct word, *blew* or *flew*:

1. The canary —— out of its cage.
2. A strong wind —— the scrap of paper away.
3. The birds —— south last fall.
4. The wind —— the flags as the Boy Scouts marched down the street.
5. Jane —— a fine round bubble.
6. The kite —— higher and higher.

II. Read aloud these sentences, slowly and correctly:

1. Jack threw the ball and Jill caught it.
2. Those pears look ripe.
3. She doesn't play with the other children.
4. When Anne began to sing, her canary flew to her shoulder.
5. Who gave those books to you?
6. The children threw the leaves about.
7. That lady has sung for us before.

III. Write a paragraph about a picture in this book. Describe it so clearly that your classmates can guess which picture it is. Watch your capitals and periods.

IV. Write a stanza of one of the poems you have learned.

V. Write a short letter about a story-telling contest your class has held. Tell what story you voted for.

VI. Give orally three sentences using *May I* with some of these words:

read

speak

play

sew

sing

write

Write three sentences using *There isn't* with some of these words:

dog

picnic

chalk

holiday

popcorn

tree

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